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# The Beginnings of Public Educatio in Virginia, 1776-1860

## Study of Secondary Schools in Relation to th State Literary Fund

BY

A. J. MORRISON

[Issued by the State Board of Education as a Repo Introductory to the Series of Annual Reports of the Superintendent of Public Instruction.]

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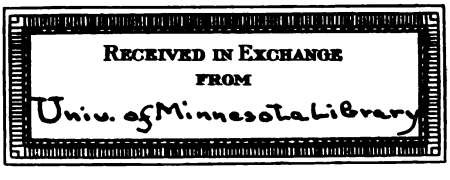


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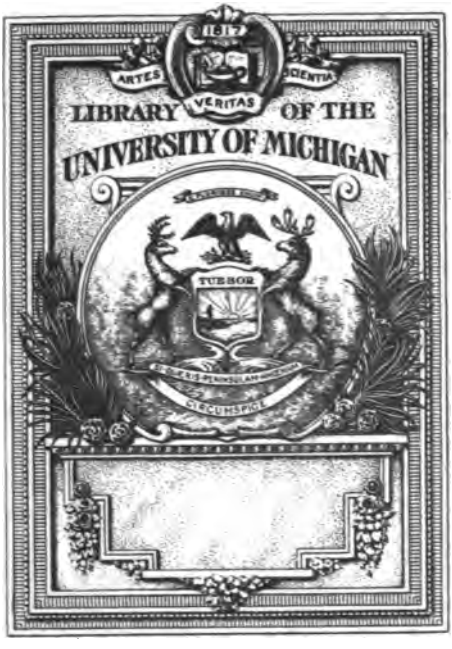


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# PREFACE

This investigation makes no pretensions to be exhaustive. It would require a very long time to make plain the details (method and personnel) of the system shown here in sketch. The compiler, at the end of his task, finds that he has worked with two main purposes—to bring out representative facts as regards the Academy period of the educational history of a State,* [Part II]; and to assemble for that period illustrative documents, legislative, critical, and miscellaneous, showing what the ideas were within the State as touching its educational needs and accomplishments, with reference to secondary schools particularly, [Part I]. But where there were hardly any public schools, only public schooling in private schools, to get the perspective for the Academy it has been necessary to trace the development somewhat of public schooling in the State.

The subject is complicated in a way, but really it is simple enough. What have been the few changes within the State, during the period, in the ideas held as to community education? The people are the State. What the people have done the State has done; and it is useless to decry the old methods which were but phases of the State. When shall we come by the ideal of an educated State of the democratic cast?

For Virginia, restriction of investigation to the period before 1861 is apt besides, because until around that year the State showed a more marked diversity of character, its territory extending from the Atlantic ocean to the Ohio river, and it is of interest to know what was said by its two voices: that of the mountains and that of the sea.

* The Academy period of American education, according to Brown, was from 1776 to 1860. *The American High School*, New York, 1913, p. 2.

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# INTRODUCTION

Before 1776 in Virginia there were very few ideals and there was very little legislation in regard to educational matters. But from what legislation there was had come a well equipped and well endowed college, and what ideals there were led to a pretty thorough culture among those who were considered as having any concern with culture, to employ the language of that time. For more than a century and a half, Virginia had been a tobacco colony, drawing to itself many people of good traditions and sound heads, who by the year 1776, had organized a "Little England" in a new world. From the founding in 1607 there had been a great deal to do, severe work of many kinds, and although the Rights of Man had not been greatly bruited in the process, it is unquestionable that the principle was never much obscured, as the times were. There was opportunity, and many a man who could not 'trace himself far back in the annals of England,' was able to establish himself on the soil of the colony, and 'found his family' in the conventional way. The business of the colony had to be performed by many persons, and participation in it was fair training for the wits.* The Church was there, and if you had a mind for Latin and Greek and the Mathematics, you need not go denied. The Law was a disciplinarian in many forms, as is plain enough from the records preserved. England was close to every man, the example of England was before men's eyes, the machinery was moved from England, too much so the people came to believe in the end.

In 1776, Virginia set up machinery of its own, necessarily of no brand-new device. The Virginians engaged in the work were men of sense and courage. They had plans enough, but they could not do everything at once. As Jefferson remarked, "The abuses of monarchy had so filled all the space of political contemplation, that we imagined everything republican which was not monarchy. We had not yet penetrated to the mother principle, that 'governments are republican only in proportion as they embody the will of their people, and execute it.' Hence our first constitutions had really no leading principle in them."† It was Jefferson's idea, when he came to assist in the revision of the laws of Virginia, that if the people were given the chance, they would take an education. His bill on the subject is proof that from the year 1779 the facts were understood in Virginia—that what the State needed was a system of public education, so designed that all freemen should share

* cf. Mair's *Bookkeeping Methodized.* Edinburgh. 1763 (editions from 1741 to 1774), Chapter VII, "The Trade of the Tobacco Colonies." This is a book extraordinary for absolute grasp of the subject. Mair was an Ayrshire schoolmaster.

† Letter to Samuel Kercheval, July 12, 1816.

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in its benefits. The Rights of Man were understood: every child should be assured three years' primary schooling gratis, the school district or hundred being taxed; certain pre-eminent boys should be sent up from the primary schools to the grammar schools embraced in the Bill; and the excellent scholars of the grammar schools should be continued at the College of William and Mary. This was to be a system mandatory, under overseers "eminent for their learning, integrity, and fidelity to the Commonwealth," appointed by County Aldermen chosen by election of the people. In commenting on his Bill, Jefferson added that more indeed was necessary—'the influence over government must be shared among all the people.'

Nothing came immediately of this blanket bill of 1779.* Even in the old fields the muses were not to be encouraged, as the posture of affairs was for a good many years after 1779. Adjustments, and readjustments, prejudice, the Constitution, old custom, fear of taxation, meager publicity, the state of the country, many obstacles, obvious and obscure, stood and lay repellant. But from a letter written by Jefferson in 1785 to a young friend in Virginia, it is interesting to observe what Mr. Jefferson's opinion was in those years regarding the education still afforded in Virginia to those who had long had opportunity. The young man is advised not to come abroad, but to stay at home, where (except in medicine), he should have as good a training for his purposes as he would get anywhere in Europe. It was to be the adviser's care, later, that the young men of Virginia might follow such counsel with no hesitancy at all. And it may be guessed that if the adviser had not been so much abroad himself, the result might have been earlier established.

The attendance at William and Mary for a good many years after 1785 was on the average about fifty students. The two other colleges of the State, which Jefferson regarded as little better than grammar schools, added scarcely more than a hundred students, to make a total average of one hundred and fifty boys by the year, pursuing 'college' studies in Virginia from 1786 to 1825.† Those were lean years educationally, reckoning by the formal standard. In 1796, the Legislature, remembering the Rights of Man, enacted something like the first section of Jefferson's Bill, providing that in the counties, three Aldermen were to be elected, "on the second Monday in May, if it be fair;" these Aldermen to determine whether it would be expedient to assemble the householders interested in primary schools; if the householders assembled proved to be interested, there was to be primary schooling for three years gratis for all the male and female free children in the district assigned, a tax to be laid on the inhabitants. But the county court was to determine when

* Jefferson assigned reasons in his letter to Priestley of Jan. 27, 1800.

† See *Calendar of Board Minutes:* Hampden Sidney College. 1776-1876. Richmond. 1912. p. 81.

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the election for Aldermen was to be held. So much for primary schools, and nothing whatever for secondary schools, left to community enterprise often very efficient. Of this system Jefferson remarked in 1816, "The experience of twenty years has proved that no court will ever begin it.* The reason is obvious. The members of the Court are the wealthy members of the counties; and as the expenses of the schools are to be defrayed by a contribution proportioned to the aggregate of other taxes which every one pays, they consider it as a plan to educate the poor at the expense of the rich."

Therefore it may be said that for forty years after the Revolution, as before it, if an education was wanted it could be had, but that not until 1818 was there a system of public education in force in Virginia. A great many people wanted an education, and a great many got it, but there was little desire to so shape opinion as to make the demand general, and there was no desire whatever to have taxes laid for the purposes of schools.

During the years from 1796 to 1818, for a part of the time opinion was very much alive on the subject of a system of public education. Mr. Jefferson left the White House, March 3rd, 1809, and a few months afterward Governor Tyler sent a message to the General Assembly, in which, (as in the messages of Governor Monroe, 1801 and 1802, and Governor Cabell, 1806 and 1808), the effects of no system of education in the State were emphasized. The next year, 1810, the act establishing the Literary Fund was passed, appropriating certain escheats, penalties, and forfeitures to the encouragement of learning. Naturally, curiosity was aroused as to how this fund should be applied, and those interested in the idea of a university began their movement. In 1814, Mr. Jefferson, turning to a section of his chart and digest of the world, put together a plan for a system of education which he sent in a letter to Peter Carr, President of the Board of Trustees of the Albemarle Academy,—a paper institution that was to become the University. Jefferson was at no time a friend to the existent colleges of Virginia, except at the first, when he was willing to encourage William and Mary. By 1814, he would have little to do with any of the old colleges, and his scheme of that year looked to primary schools, a university, and a system of gymnasien where instruction could be had through the grammar school years and the college period. Indeed, as he drew to the end of his life, Jefferson was determined to get results. A University was what he was driving for, no matter what was excluded. Anything in the way was considered non-essential, or put down as an interference.

On the other hand, the General Assembly having been apathetic long enough, meant now to have some system of Primary Schools at all

* Certainly one county began it. In 1798, Norfolk County elected its three aldermen. See *History of Norfolk County*. By William H. Stewart. Chicago. 1902. p. 178.

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costs. That is to say, the Literary Fund had been greatly increased in 1816, public education could now be furthered with no resort to a school tax, and the president and directors of the Fund were requested to report a system of education. In this report, the president and directors submitted a plan for primary schools, academies, and a university, but they made it plain that they had chiefly in view the establishment of primary schools. As a part of their report they submitted answers from learned men to inquiries on the subject of this proposed system of 'national' education. Dr. John Augustine Smith, President of William and Mary, in his answer neatly stated the problem at large: how were the primary schools to be superintended, and where were the teachers to come from? In the nature of the case, Dr. Smith preferred not to discuss the establishment of a university.

Following the report of the president and directors, which with other documents in the matter was printed and widely circulated, Charles Fenton Mercer in 1817, drew an exhaustive bill, providing for a board of public instruction (not *ex-officio*), with a permanent secretary; for primary schools, in which all white children, free, wards, or apprentices, were to be schooled gratis, the trustees being authorized to demand pay at discretion; for a system of academies, (three of them for girls); and for colleges and a university. The House passed this bill; the Senate threw it out as too broad and too narrow, for although it covered the ground, the primary schools and academies were left as before to the voluntary interest of the community. Jefferson said of the Bill—'the University must go through'; 'we should not be cluttered up with petty academies and colleges'; 'should we regard them for their funds? They have no funds.'

The upshot of it all was that in 1818, the Bill was passed establishing a system of primary schools and a university.* Under the bill the courts must appoint school commissioners, and these were to determine on how many poor children were to be educated from the income, $45,000, of the Literary Fund set apart. The School Commissioners must report to the president and directors of the Literary Fund. A University had been brought near establishment; the term 'poor children' had been introduced, with a guaranty that certain of them would now be schooled; and secondary education, on the whole wisely, had been left as before to community interest.

If any system is subject to decay, or if maintained, to continual and just criticism, this one of 1818, although in force with few changes until 1860, was bound to meet with obloquy. It was at once said—Who are indigents? Why encourage indigence? Is there not still full opportunity for industrious men in Virginia? Give us a rational system that shall make a good education cheap, not gratuitous, and do so largely by

* The University of Virginia was actually established Jan. 25, 1819.

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means of solid schools of the secondary grade throughout the state. We need a Revival of Learning in Virginia, and it is too much to expect that a University, and voluntary enterprise in the matter of secondary schools, will bring such a revival about. Where there are indigents, whiskey is the chief agent, and by offering the drunkard's children a free schooling you appropriate so much the more for drink. Religion, with a little endowment, will take care of helpless poverty. Give us good, permanent academies for boys and for girls, do something for the old colleges, and such a system, with a university, will before long get the people interested in education. You will not get them interested for an object they have not been made to see the value of. These arguments Dr. John Holt Rice, a man of experience and wisdom, put down with great clearness in his religious magazines, among the earliest of Southern magazines.

Dying in 1831, Dr. Rice seems never to have let go his belief that the state could be brought to enact plans for a system of public education, thorough and to the point throughout. Others said "no" to anything like a general subsidy for education, holding that there was plenty of intelligent opinion to sustain and further the system of private academies in Virginia, and that the statute of 1818 hit the mark exactly. James M. Garnett was of those who believed that nothing worthy could come of statutes in these matters, and that the resort must be always to private endeavor, the obligation resting plainly upon right thinking men to stimulate private endeavor. Enlightened opinion, that is, was pretty much at one—there was little of a programme; how was a programme to be had? It is clear that the state had a great objection to programmes, but nevertheless a great deal was done. The mere establishment of the university, if it came near killing some of the colleges, did not kill them, but shook them up. Academies were founding everywhere. As for educating all of the people some of the time, that was a consummation still a long way off.

In 1829, the Legislature passed an act empowering school commissioners to establish district free schools, the inhabitants to be liable for three-fifths the expense of the plant, and for one-half or more of the salary account, the Literary Fund to be chargeable with the balance.* This was the old familiar basis, and had almost no result. Initiative was no surer with the school commissioners of 1830 than with the county courts of 1796. This was not the sort of voluntary enterprise that the

* Alexander Campbell, in the Convention of 1829-30, brought forward a resolution looking to a system of public education (see *Journal of Convention*, 1829-30, p. 181). The resolution was laid on the table, and never came to a vote. Another western man, Charles Morgan of Monongalia county, introduced a resolution providing for the increase of the Literary Fund by taxation. (See *Debates, Virginia Convention*, 1829-30, p. 377).

Of Dr. Campbell, the consistent reformer, Little, in his History of Richmond (chapter on the Convention of 1829), remarks: "Alexander Campbell presented that singular spectacle, a cool and cautious Scotchman, thoroughly imbued with and active in carrying out the most enthusiastic ideas. He was too much carried away by his love of reform; and his views, embracing every subject, made him, like many reformers, too much a citizen of the world to be a perfectly safe counsellor for Virginia." *History of Richmond*. By John P. Little. Richmond. 1857. p. 57.

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idealists had in mind. Commenting on the District School law of 1829, the Board of School Commissioners of Washington county* in their report for the next year remarked: "The Board consider it of vital importance to the success of a general plan of education that some mode should be adopted by the General Assembly to furnish the counties with qualified teachers, whose moral habits are known to the people or to the school commissioners. To effect this great and important object this Board would humbly suggest whether it would not be good policy in the General Assembly to authorize a school to be established in each county on the plan of Pestalozzi, for the education of young men for the express purpose of becoming teachers. The establishment of such a school might safely be committed to the school commissioners of the counties; and a sum appropriated for the purpose, but the money not to be drawn from the Treasury until the school should be put into operation." Dr. John Augustine Smith had observed in 1816—"The first thing therefore which I should recommend would be the immediate adoption of such steps as would ensure an adequate number of well instructed persons to act hereafter as teachers—that these must be, in the first instance, educated for this special purpose, and at the expense of the public, is to me clear: for certain I am, that proper persons who would accept of such remuneration as could be afforded, are not to be procured either here or elsewhere."

The first formal movement in the state looking to the betterment of conditions in the common schools, seems to have come from the short-lived Institute of Education of Hampden Sidney College. This association, organized in 1831, must have been due in great part to the President of Hampden Sidney, Jonathan P. Cushing, and went out of existence in 1836, a year after Mr. Cushing's death. Important objects of the association were the improvement of the common schools and other literary institutions, and the collection of educational statistics. In 1839, the Board of Trustees of Randolph Macon College, recently established, adopted a minute providing for a normal department, under the care of the Professor of English Literature. The purpose of the Trustees was in this way to give especial attention to the training of teachers for the common schools. There is no documentary evidence as to the results. Probably there were none. In 1842, all state cadets at the Virginia Military Institute (provision for not more than forty) were by Act of Assembly required to teach for two years in some school in Virginia in return for two or more years' instruction at the charge of the state. Under this regulation, a great many teachers were supplied to the state, pay cadets as well often becoming teachers for a year or more. In 1850, the Trus-

*Washington county was one of the three counties (Washington, Franklin and Monroe), reporting in 1832, a system of District Free Schools, established under the act of 1829. In Washington county, by this report, 1,067 children were in the free schools; the total compensation to teachers being $4,081, of which $3,167 was allowed by the inhabitants.

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tees of Emory and Henry College were permitted to discharge the interest of a loan from the Literary Fund by receiving into the college yearly, sixteen indigent and deserving young men as state students, upon their promise to teach, at the conclusion of their collegiate course, for two years at least in some school or college in the State. The University of Virginia in 1856 was authorized to receive fifty state students annually on similar conditions. These were the movements under the old order for a 'normal instruction.' Young women were not in the purview, and often the young man must found the school in which he was obligated to teach.

But such establishments early had effect in bringing education more within the range of subjects meet for legislation. In 1841, Professor Dabney of Washington College sent to the *Literary Messenger* an article embodying a careful indictment of the system of public education in the state, and in the same year the General Assembly instructed the President and Directors of the Literary Fund to report a system best adapted in their opinion to 'secure the benefits of education to the people of this commonwealth.'

Following this resolution there was great activity for several years. The legislative documents for the session of 1841-42 contain eighty quarto pages of material in protest and suggestion on the subject of the state of learning in Virginia:—the proceedings of the Education Convention of Northwestern Virginia held at Clarksburg in September, 1841;* the Memorial of the Education Convention held at Richmond in 1841; the report of the Committee of Schools and Colleges (House of Delegates); President Henry Ruffner's Plans for a system of schools;† the Report of the President and Directors of the Literary Fund, submitting their plan. The next year, Superintendent Smith, of the Virginia Military Institute, submitted his report on a System of Common Schools for Virginia. (Doc. No. 33, 1842-43). In 1845, the second Richmond Convention was held, in which Governor McDowell's influence seems to have been controlling.

Every phase of the matter was touched upon in these conventions and reports. The ideas of the west were particular and thoroughgoing; those of the east scarcely less so. Judge Duncan wrote to the Northwestern Convention, "We have but little to expect from the east." John D.

* cf. The very interesting article in Barnard's *American Journal of Education*, Vol. XVI, pp. 173-176, on "Virginia Educational Conventions," viz:
1. September 8, 1841, Clarksburg [West] Virginia.
2. October 2, 1841, Lexington, Virginia.
3. December 9, 1841, Richmond.
4. December 10, 1845, Richmond.
5. July 23-24, 1856 (at the call of Governor Wise), Richmond.

† President Henry Ruffner, of Washington College (Va.), was the father of Dr. William H. Ruffner, first Superintendent of Public Instruction in Virginia. Dr. Henry Ruffner's elaborate scheme for common schools in Virginia was submitted at the Clarksburg Convention of 1841, and also at the Lexington Convention of the same year. The full text was reprinted in *U. S. Education Report*, 1900, Vol. I, pp. 381-397.

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D. Rosset, of Jackson county, proposed the abolishment of the Literary Fund as a nuisance, the establishment of normal schools, the support of the colleges, an eight months' session for the common schools, and pensions to teachers. The address of George W. Thompson, D. Goff of Randolph, and others declared that a "bare and mechanized system of instruction will not meet our wants", and urged that the churches must be aroused; something substantial should be done for female education; normal schools should be set up; a common school journal be issued, (under the control of the Chief Superintendent of Education); four division superintendents should be appointed; floral games (the prizes chaplets of posies) inaugurated, school libraries installed; and schoolhouses reformed. Dr. Ruffner's plans were less radical (see Doc. No. 7 and Doc. No. 35, 1841-42), leaving room for later developments, such as Normal Schools. Dr. Ruffner's plan included provision for grammar schools, and academies, both for boys and for girls. The Committee Report on Schools and Colleges (1841-42, Doc. No. 34) recommended an office of general superintendent, and the establishment of schools of higher grade in the counties, to be denominated County Normal Schools. The Richmond Convention of 1841, James M. Garnett, President, memorialized for a system of primary schools, academies, and colleges (with the university) to receive state subsidy, the primary schools to be free schools and optional. Superintendent Smith's plan embraced normal schools, a general superintendent and Board of Education, and county superintendents. The consensus of opinion from 1841 to 1845 was for a general manager of the education provided by the State, and for the right of election in the counties as to the establishment of free schools. It was felt that the old system must be done away or greatly changed. The Richmond Convention of 1845 gave the tone to the legislation of the following year: if the people are as much aroused as people say, they may do as they like.

Since 1830, the state had changed. Voluntary enterprise had been indeed pretty active. And yet when the General Assembly framed its new plan of 1846, it could not be said that any great advance was assured, unless by those who believed that the people would act as certain of their spokesmen or well-wishers had fancied. The Schools for Indigent Children were retained, with better machinery for superintendence provided. If any county or corporation was willing to set up free schools, it was given authority to do so, and if any county or corporation, having done so, was willing to give up free schools and go back to indigent schools, it had the right to. A tax was to be levied for these free schools, and if any county or corporation did not like the tax, it could as before draw its quota of the Literary Fund, and educate only as far as that went. No

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Secretary of Education, and no grand bureau. How far reaching was this act of 1846, it would be difficult to say. By the Report of the Literary Fund for 1859-60, nine counties and three corporations were listed as receiving aid from the fund, for district schools. Counties established district schools under the act of 1846 and later abandoned them. The act itself was amended,* so that certain districts, or one district, in a county might set up free schools, as under the act of 1829. Perhaps thirty counties† at one time or another, and in one way or another, before 1860, tried the district free school system. Not half a dozen had adopted the system permitted under the act of 1829.

So, 1860 being near at hand, and no further enactment having much changed the legislative status of education in the state during the fifteen years, the achievement of the period may be briefly summarized. Granted the premise, involving a large number of people, left in very considerable ignorance, the showing is cheerful enough.‡ From 1846 to 1860 education in Virginia was carried forward creditably. The University, the Military Institute, and the colleges grew in numbers and were strengthened in every way. Schools for girls became well established. Good academies were everywhere. Indeed, the Rector and Visitors of the University of Virginia felt warranted in saying, shortly before the outbreak of the war, that without the cumbrous machinery of public patronage, the State could show an efficient system of education due largely to the stimulus given by the University. The University trained its scholars, and many of these desired to train others. So also of the colleges.

It is of interest finally to trace the origin of a report made in 1858 by the Committee of Schools and Colleges of the House of Delegates, recommending that appropriations be made from the Literary Fund in aid of academies and colleges. The first bill of this sort voted upon was drawn by Charles Fenton Mercer in 1817. The bill was rejected, but in 1821 it was enacted that when the income of the Literary Fund set apart for primary schools should pass a certain figure, the overplus was to be appropriated to the endowment of colleges and academies. There was an overplus in 1836, but instead of letting the act stand as it was, the Legislature authorized the school commissioners of the counties to apply the surplus income in aid of academies or colleges within their districts. Under this law, aid had been afforded here and there for

*See Acts of Assembly, 1852-3, p. 232.

Rufus Brittain, an experienced teacher of Tazewell county, in his report to the Jeffersonville Historical Society, gave it as his opinion that "the system as provided for [c. 1850] could be made effective." Bickley, *History of Tazewell County*, Cincinnati, 1852, pp. 113-118.

† See Index to Enrolled Bills of the General Assembly of Virginia, 1776 to 1910, under "Public Free Schools."

‡ "At the opening of the war, Virginia, east of the Alleghany range, led the entire fifteen States of the South in the arrangements for the secondary and higher education." *U. S. Education Report*, 1890-91, p. 882.

For general statements regarding movements for public education in Virginia, see Mayo, *Education Report*, 1893-94, I, pp. 674-682, 726-734; *Report*, 1895-96, pp. 269-274. See also *Education Report*, 1876, pp. 399-401.

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twenty years or more,* and the report of 1858 was thus merely in extension of the system then in force, the object being to make fixed and definite what had been indefinite and arbitrary. Nothing came of the report of 1858, and therefore it may be said that secondary education in Virginia had been left almost untouched by the state before 1860.

The facts were known from the first. The state needed a system of public education through all the grades, with a sure supply of good teachers, under trained superintendence. How was this complex organization to be had before 1860? Probably it could not have been had. This lacking, it cannot however be questioned, that the voluntary enterprise of the state had given a good account of itself, and particularly in the item of secondary schooling.

* For example, see Acts of Assembly, 1839-40, p. 104: "That the second auditor be, and is hereby, authorized and required to issue his warrant on the treasury in favor of the Woodstock, Strasburg and New Market academies, for the proportion of the surplus revenue of the Literary Fund for the years 1839 and 1840, which has been allotted to those academies by the school commissioners of the county of Shenandoah: Provided, that such proportion shall not be paid unless the report required by law showing the disposition of previous payments to said academies shall have been received by the president and directors of the Literary Fund." In 1830, 1833, 1835, 1836, and 1847 acts were passed requiring reports to the second auditor from colleges and academies, to show the state of their funds, the number of their teachers and pupils, branches of learning taught, etc. As is apparent from the reiteration, very few reports were filed under these acts.

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# DOCUMENTARY

**1779.** A BILL FOR THE MORE GENERAL DIFFUSION OF KNOWLEDGE, PROPOSED BY THE COMMITTEE OF REVISORS OF THE LAWS OF VIRGINIA, APPOINTED BY THE GENERAL ASSEMBLY IN THE YEAR 1776.*

*Section* 1. WHEREAS it appeareth, that however certain forms of government are better calculated than others to protect individuals in the free exercise of their natural rights, and are at the same time themselves better guarded against degeneracy, yet experience hath shewn, that, even under the best forms, those entrusted with power have, in time, and by slow operations, perverted it into tyranny; and it is believed that the most effectual means of preventing this would be to illuminate, as far as practicable, the minds of the people at large, and more especially to give them knowledge of those facts which history exhibiteth, that, possessed thereby of the experience of other ages and countries, they may be enabled to know ambition under all its shapes, and prompt to exert their natural powers to defeat its purposes. And whereas it is generally true that that people will be happiest whose laws are best, and are best administered, and that laws will be wisely formed, and honestly administered, in proportion as those who form and administer them are wise and honest; whence it becomes expedient for promoting the public happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive and able to guard, the sacred deposit of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth or other accidental condition or circumstances; but the indigence of the greater number disabling them from so educating, at their own expense, those of their children whom nature hath fitly formed and disposed to become useful instruments for the public, it is better that such should be sought for and educated at the common expense of all, than that the happiness of all should be confided to the weak or wicked. (*Sundry Documents on the Subject of a System of Public Education for the State of Virginia.* Published by the President and Directors of the Literary Fund. Richmond, 1817. pp. 3-4).

This is the preamble to Jefferson's Bill for a systematical plan of general education. The substance of the Bill is given in Jefferson's *Notes on Virginia,* as follows:

"Another object of the revisal is, to diffuse knowledge more generally through the mass of the people. This bill proposes to lay off every county

*Reported to the General Assembly June 18, 1779—Revisors: Edmund Pendleton, George Wythe, and Thos. Jefferson. See Writings of Jefferson. Charlottesville, 1829, I, 36.

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into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching, reading, writing and arithmetic. The tutor to be supported by the hundred and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it. These schools to be under a visitor who is annually to chuse the boy, of best genius in the school, of those parents who are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the country, for teaching Greek, Latin, geography, and the higher branches of numerical arithmetic. Of the boys thus sent in one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be raked from the rubbish annually, and be instructed at the public expense, so far as the grammar schools go. At the end of six years' instruction, one-half are to be discontinued (from among whom the grammar schools will probably be supplied with future masters) and the other half, who are to be chosen for the superiority of their parts and disposition, are to be sent and continued three years in the study of such sciences as they shall chuse at William and Mary College, the plan of which is proposed to be enlarged, as will hereafter be explained, and extended to all the useful sciences. The ultimate result of the whole scheme of education would be the teaching all the children of the state reading, writing and common arithmetic: turning out annually ten of superior genius, well taught in Greek, Latin, geography and the higher branches of arithmetic: turning out ten others annually, of still superior parts, who, to those branches of learning shall have added such of the sciences as their genius shall have led them to: the furnishing to the wealthier part of the people convenient schools, at which their children may be educated at their own expence.....

"By that part of our plan which prescribes the selection of the youths of genius from among the classes of the poor, we hope to avail the state of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated. But of the items of this law none is more important, none more legitimate, than that of rendering the people the safe, as they are the ultimate guardians of their own liberty. For this purpose the reading in the first stage, where *they* will receive their whole education, is proposed, as has been said, to be chiefly historical. History by apprising them of the past will enable them to judge of the future, it will qualify them as judges of the actions and designs of men, it will enable them to know ambition under every guise it may assume, and knowing it, to defeat its views. In every government on earth is some trace of human weakness, some germ of corruption and degeneracy, which cunning will discover, and wicked-

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ness insensibly open, cultivate and improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. And to render them safe their minds must be improved to a certain degree. This indeed is not all that is necessary, though it be essentially necessary. An amendment of our constitution must here come in aid of the public education. The influence over government must be shared among all the people."

[*Notes on Virginia.* New York. Furman and Loudoun. 1801. Query XIV. pp. 216-221.]

**1785.** LETTER OF THOMAS JEFFERSON TO JOHN BANISTER, JUNIOR.

Paris, October 15, 1785.

Dear Sir:

I should sooner have answered the paragraph in your letter of September the 19th, respecting the best seminary for the education of youth in Europe, but that it was necessary for me to make inquiries on the subject. The result of these has been, to consider the competition as resting between Geneva and Rome.....But why send an American youth to Europe for education? What are the objects of an useful American education? Classical knowledge, modern languages, chiefly French, Spanish, and Italian; Mathematics, Natural Philosophy, Natural History, Civil History, and Ethics. In Natural Philosophy, I mean to include chemistry and agriculture, and in Natural History, to include Botany, as well as the other branches of those departments. It is true that the habit of speaking the modern languages cannot be so well acquired in America; but every other article can be as well acquired at William and Mary College, as at any place in Europe. When college education is done with, and a young man is to prepare himself for public life, he must cast his eyes (for America) either on Law or Physic. For the former, where can he apply so advantageously as to Mr. Wythe. For the latter, he must come to Europe. The medical class of students, therefore, is the only one which need come to Europe. Let us view the disadvantages of sending a youth to Europe. To enumerate them all would require a volume. I will select a few. When he goes to England, he learns drinking, horse racing, and boxing. Those are the peculiarities of English education. The following circumstances are common to education in that, and the other countries of Europe. He acquires a fondness for European luxury and dissipation, and a contempt for the simplicity of his own country; he is fascinated with the privileges of the European aristocrats, and sees, with abhorrence, the lovely equality which the poor enjoy with the rich in his own country; he contracts a partiality for aristocracy or monarchy; he forms foreign friendships

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which will never be useful to him, and loses the season of life for forming in his own country, those friendships, which, of all others, are the most faithful and permanent...I am of the opinion, that there never was an instance of a man's writing or speaking his native tongue with elegance, who passed from fifteen to twenty years of age, out of the country where it was spoken. Thus, no instance exists of a person's writing two languages perfectly. It appears to me then, that an American coming to Europe for education, loses in his knowledge, in his morals, in his health, in his habits, and in his happiness. I had entertained only doubts on this head, before I came to Europe; what I see and hear, since I came here, proves more than I had even suspected. Cast your eye over America; who are the men of most learning, of most eloquence, most beloved by their countrymen, and most trusted and promoted by them? They are those who have been educated among them, and whose manners, morals and habits, are perfectly homogeneous with those of the country.

Did you expect by so short a question to draw such a sermon on yourself? I dare say you did not. But the consequences of foreign education are alarming to me, as an American. I sin, therefore, through zeal, whenever I enter on the subject. You are sufficiently American to pardon me for it.

[*Jefferson's Correspondence*, Charlottesville. 1829. I, 345. cf. Letters to Peter Carr, I, 285 (1785); II, 215, (1787), 325 (1788); to John W. Eppes, II, 190 (1787); and to Thomas Mann Randolph, II, 180 (1787).]

**1786.** EDUCATION IN VIRGINIA.

A gentleman who stiles himself *A Countryman*, recommends it to us to be contented with the productions of our own country. To a people so totally divested of national pride as the Virginians, this must be applicable. For not only the productions of our soil, whether from the spontaneous gift of nature, or the reward of industry, but even those of the scholar and mechanic are jumbled into one confused, indiscriminate mass, of contemptible things. But as this is a subject too copious for general discussion, I will only confine my observations to one point: An idea has lately gone abroad, and seems to be daily gaining ground, that there is not a school in this country, at which a parent can trust his child.

Dissipation, they say, takes the lead at the University [William and Mary.] As to the inferior schools—this is superficial—that wants attention—they are immoral at one, and extravagant at another.

But begin at Nesbitt's Academy [probably Dickinson College, at Carlisle, Pennsylvania, Dr. Charles Nisbet, President, 1784-1804], and

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travel on quite to Cambridge in Massachusetts, and you find none of these imperfections. Let me entreat you, however, not to be too hasty in this matter. Ask your own judgment and experience, how many great characters there are in the State which, if educated at all, are not the sons of W——m and M——y? View the rising characters and say, where those were educated which promise to tread in their steps. Is there a seminary in the whole union so generously endowed as W—— and M—— College? Is there one which has abler Professors? It then only rests with yourselves to make it extensively useful and great. You may, however, remove your sons if you please, but experience will teach you, *Celum non animum mutant qui trans mare currunt.* The youth who cannot attend to his studies in Williamsburg will not anywhere else.

As to your Grammar Schools, it is hard indeed, that out of such a number you cannot find one to please you. There is a hive of them, from Alexandria to Prince Edward. Neither can that of Williamsburg have escaped your notice. Take a view of all these—see which has most to recommend it to your attention. For my part, I have trusted my sons at the last mentioned, and am pleased. The superior commodiousness of the building, the healthiness of its situation, and its vicinity to the University, where my sons can finish their literary course, give it the preference with me. Besides, the plan of the school is more extensive than any other; but let me entreat you not to indulge the thought that your sons cannot be as well instructed, that their morals cannot be as secure in your own State, as in any other.

Let me ask you, if the bulk of your citizens, who can afford their sons a liberal education, send them out of the State, how will it be possible for your schools to be respectable? You, in fact, deprive your teachers of every stimulus—pecuniary inducements are gone; the importance of his character sinks on a level with his thin school; he thinks his countrymen suspicious and ungrateful, therefore does not feel that propensity to exert his powers and improve his faculties in their service, which you will always find where the professor sees he is looked up to.

Cherish, therefore, and support your own grammar schools, which you should consider as nurseries for the University—and that, you should regard as the only proper place for the general resort of your youths, where they are to receive their last polish from one hand, and like brothers cast in one mold, are emulous which shall shew most striking proofs of affection and contribute most to the aid of their parents, shall be united in their efforts for their country, the common parent of us all.

[Philomathes in *Virginia Magazine of History and Biography XIX.* pp. 314-316; first printed in *Virginia Gazette and American Advertiser*, June 28, 1786.]

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**1796.** DEC. 22. AN ACT TO ESTABLISH PUBLIC SCHOOLS.

*Whereas*, it appeareth that the great advantages which civilized and polished nations enjoy, beyond the savage and barbarous nations of the world, are principally derived from the invention and use of letters, by means whereof the knowledge and experience of past ages are recorded and transmitted; so that man, availing himself in succession of the accumulated wisdom and discoveries of his predecessors, is enabled more successfully to pursue and improve not only those arts, which contribute to the support, convenience, and ornament of life, but those also, which tend to illumine and ennoble his understanding and his nature;

And whereas, upon a review of the history of mankind, it seemeth that however favorable republican government, founded on the principles of equal liberty, justice and order, may be to human happiness, no real stability, or lasting permanency thereof can be rationally hoped for, if the minds of the citizens be not rendered liberal and humane, and be not fully impressed with the importance of those principles from whence these blessings proceed, with a view, therefore, to lay the first foundations of a system of education, which may tend to produce those desirable purposes;

1. *Be it enacted* by the General Assembly, That in every county within this Commonwealth, there shall be chosen annually, by the electors qualified to vote for delegates, three of the most honest and able men of their county, to be called the aldermen of the county.....

3. The said aldermen, or any two of them, annually on the second Monday in May, if it be fair, and if not, then on the next fair day, excluding Sunday, shall meet at the Court House of their county, and shall then and there proceed to consider the expediency of carrying the subsequent parts and provisions of this present act into execution, within their counties respectively, having regard to the state of the population within the same. And if it shall seem expedient to the said aldermen in any year, to carry into effect the subsequent parts and provisions of this act, the said aldermen are hereby empowered and required to proceed to divide their said county into sections, regulating the size of the said sections, according to the best of their discretion, so as they may contain a convenient number of children to make up a school, and be of such convenient size that all the children within each section may daily attend the school to be established therein.

4. The householders residing within every section shall meet on the first Monday in September next after the aldermen of their county shall have determined that it is expedient that the provisions of this act shall be carried into execution within the same. The householders, being so assembled, shall choose the most convenient place within their section, for building a schoolhouse.....

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6. At every one of these schools shall be taught reading, writing, and common arithmetic; and all the free children, male and female, resident within the respective sections, shall be entitled to receive tuition gratis, for the term of three years, and as much longer at their private expense, as their parents, guardians, or friends, shall think proper. The said aldermen shall from time to time appoint a teacher to each school, and shall remove him as they see cause. They, or some one of them, shall visit every school once in every half year, at the least, examine the scholars, and superintend the conduct of the teachers in everything relative to his school.

7. The salary of the teacher with the expense of building and repairing a schoolhouse in each section shall be defrayed by the inhabitants of each county in proportion to the amount of their public assessments and county levies, to be ascertained by the aldermen of each county respectively, and shall be collected by the sheriff of each county.....

9. *Provided always, and be it further enacted,* That the court of each county, at which a majority of the acting magistrates thereof shall be present, shall first determine the year in which the first election of said aldermen shall be made, and until they so determine no such election shall be made. And the court of each county shall annually, until each election be made, at their court in the month of March, take this subject into consideration and decide thereon. [*Code* 1803, Chap. CXCIX.]

As a commentary upon this bill the following observations are of interest, not only as showing something of conditions generally in the country, but as formulating a prevalent state of mind:

"Before the revolution, I have reason to believe that the average produce of the soil would have stood considerably higher than at present, and there is no doubt that the owners of it were more opulent; and at that time, the capital of the country was vested in the lands; and the landed proprietors held the first rank in the country for opulence and for information, and in general received the best education which America, and not infrequently Europe, could afford them; their estates were sufficiently extensive to make it worth their while to bestow their time and their money upon them; and the estates in return repaid with interest the attention and expense. The law of England generally prevailed with respect to the descent of property; an aristocracy was formed of capitalists, well calculated for improving, cultivating, ornamenting, and enriching the country; great exertions and great improvements cannot be made in any country but by persons of this description; and no country requires such exertions and such improvements, as a *new one.* Since the revolution a new order of things has taken place. The capital, as well as the government of the country, has slipped out of the hands

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of land owners. In some of the states, the gentlemen of landed property have passed into perfect oblivion.....*

There are no indigent poor in the United States. In a country, where in every part the demand for labor exceeds the supply, where wages are high, and provisions not in proportion to them, no one need want that will labor; and the able, who refuse to work, will then meet with no support. In the country, I never heard of poor." (William Strickland: *Report on the United States to the British Board of Agriculture.* 1796. Printed in *Farmers' Register*, III, 264-268).

**1809.** DEC. 4. MESSAGE OF GOVERNOR JOHN TYLER TO THE GENERAL ASSEMBLY OF VIRGINIA.

.....A faint effort was made some years past to establish schools in the respective counties throughout the Commonwealth, but even in that solitary instance the courts had a discretionary power to execute the law or not, which completely defeated the object intended; for in no instance had the law been complied with, to the disgrace of the County Courts, and to the great disadvantage of the people.....

Nor have the representatives of the people, hitherto, been clear of blame in so long neglecting to establish some other system, or to amend the law before mentioned, so as to ensure its execution. There cannot be a subject of more importance to a free government than that which we at present contemplate. This seems to be admitted by every intelligent man who wishes well to our country, and yet so fatal is the apathy which prevails or so parsimonious a policy has insinuated itself among us, that year after year is permitted to pass away without a single attempt to attain so great and indispensable an object. Neither are those old seminaries, which were established before the Revolution, supported in a proper manner, either as to funds or discipline.....

I have, for the last twenty years of my life, had an opportunity in the discharge of my public duties as a judge, to see the mortifying picture which I have here drawn and of which experience has enabled me, in every day's travel through the state, to prove the reality. Scarcely a common country school is to be found capable of teaching the mother tongue grammatically, and as much writing and arithmetic as is abso-

*John Taylor, of Caroline, read Strickland's Report with interest. He quotes from Strickland: "Virginia is the southern limit of my inquiries, because agriculture had there already arrived to its lowest state of degradation." "The land owners in this State are, with a few exceptions, in low circumstances; the inferior rank of them wretched in the extreme." "Decline has pervaded all the States."

"These conclusions, if true," remarks John Taylor, "are awfully threatening to the liberty and prosperity of a country, whose hostage for both is agriculture. Upon reading the opinion of this distinguished foreigner, my impressions were, indignation, alarm, conviction, inspired successively by a love for my country, a fear for its welfare, and a recollection of facts. The terrible facts, that the strongest chord which vibrates on the heart of man, cannot tie our people to the natal spot, that they view it with horror and flee from it to new climes with joy, determine our agricultural progress to a progress of emigration, and not of improvement; and lead to an ultimate recoil from this exhausted resource to an exhausted country." Taylor's Arator, Petersburg, 1818, p. 5. (The first edition about 1810, in *The Spirit of Seventy-six*, a newspaper.)

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lutely necessary for the ordinary business between man and man. In this situation of our country, would not an enlightened stranger, if he were making the tour through the State, readily conclude, that in the general passion for war which pervades almost the whole civilized world, we had, for want of an enemy at our gates, declared an exterminating war against the arts and sciences? [*Letters and Times of the Tylers.* Richmond. 1884. I, 238.]

**1809.** DEC. 15. ESTABLISHMENT OF THE LITERARY FUND, FEB. 2, **1810.**

"Ordered, That so much of the Governor's Message as relates to the subject of education be referred to a Committee consisting of Messrs. Noland, Preston, Stevenson, Johnson (of Isle of Wight), Claiborne, Jeffries, Blackburne, Stannard (of Spottsylvania), Archer (of Norfolk Borough), McCampbell, Laidley, Berkshire, and Cabell."

On the 19th of January, 1810, this Committee reported, through Mr. Noland,* a bill enacted into law Feb. 2, 1810, providing that all escheats, confiscations, penalties, and forfeitures, and all rights in personal property found derelict, should be appropriated to the encouragement of learning, and the Auditor of Public Accounts was directed to open an account to be designated as the Literary Fund.

**1814.** LETTER FROM THOMAS JEFFERSON TO PETER CARR, PRESIDENT OF THE BOARD OF TRUSTEES OF THE ALBEMARLE ACADEMY.†

Monticello, September 7th, 1814.

Dear Sir:

On the subject of the academy or college proposed to be established in our neighborhood, I promised the trustees that I would prepare for them a plan, adapted, in the first instance, to our slender funds, but susceptible of being enlarged, either by their own growth or by accession from other quarters.

I have long entertained the hope that this, our native State, would take up the subject of education, and make an establishment, either with or without incorporation into that of William and Mary, where every branch of science, deemed useful at this day, should be taught in its highest degree. With this view, I have lost no occasion of making myself acquainted with the organization of the best seminaries in other countries, and with the opinions of the most enlightened individuals, on the subject of the sciences worthy of a place in such an institution. In order to prepare what I have promised our trustees, I have lately revised these sev-

*It is understood that James Barbour, Speaker of the House, drew the bill. Jefferson had been the guest of Governor Tyler and the Council of State, October 21, 1809. See *Letters and Times of the Tylers*, Richmond, 1884, I, 228.

† Published in the Richmond *Enquirer*, February, 1816. The Albemarle Academy, chartered in 1803, became by statute Central College in 1816, which in 1819 passed into the University of Virginia. Both Academy and College were paper institutions.

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eral plans with attention; and I am struck with the diversity of arrangement observable in them—no two alike. Yet, I have no doubt that these several arrangements have been the subject of mature reflection, by wise and learned men, who, contemplating local circumstances, have adapted them to the condition of the section of society for which they have been framed.

In the first place, we must ascertain with precision the object of our institution, by taking a survey of the general field of science, and marking out the portion we mean to occupy at first, and the ultimate extension of our views beyond that, should we be enabled to render it, in the end, as comprehensive as we would wish.

### 1. ELEMENTARY SCHOOLS.

It is highly interesting to our country, and it is the duty of its functionaries to provide that every citizen in it should receive an education proportioned to the condition and pursuits of his life. The mass of our citizens may be divided into two classes—the laboring and the learned. The laboring will need the first grade of education to qualify them for their pursuits and duties; the learned will need it as a foundation for further acquirements. A plan was formerly proposed to the Legislature of this State for laying off every county into hundreds or wards of five or six miles square, within each of which should be a school for the education of the children of the ward, wherein they should receive three years' instruction gratis, in reading, writing, arithmetic, as far as fractions, the roots and ratios, and geography. The Legislature, at one time, tried an ineffectual expedient for introducing this plan, which having failed, it is hoped they will some day resume it in a more promising form.

### 2. GENERAL SCHOOLS.

At the discharging of the pupils from the elementary schools, the two classes separate—those destined for labor will engage in the business of agriculture, or enter into apprenticeships to such handicraft art as may be their choice; their companions, destined to the pursuits of science, will proceed to the college, which will consist, 1st, of general schools, and 2nd, of professional schools. The general schools will constitute the second grade of education.....

### 3. PROFESSIONAL SCHOOLS.

At the close of this course, the students separate; the wealthy retiring, with a sufficient stock of knowledge, to improve themselves to any degree to which their views may lead them, and the professional section to the professional schools, constituting the third grade of education, and teaching the particular sciences which the individuals of this section mean to

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pursue, with more minuteness and detail than was within the scope of the general schools for the second grade of instruction. In these professional schools each science is to be taught in the highest degree it has yet attained.....

With this tribute of duty to the Board of Trustees, accept the assurance of my great esteem and consideration.

Th: Jefferson.

[*Early History of the University of Virginia.* Edited by N. F. Cabell, Richmond, 1856, p. 384 ff.]

**1816.** [1] REPORT OF THE PRESIDENT AND DIRECTORS OF THE LITERARY FUND, TO THE GENERAL ASSEMBLY, IN DECEMBER, 1816.

In obedience to the resolution of the General Assembly, of the 24th of February, 1816, declaring, "That the President and Directors of the Literary Fund be requested to digest and report to the General Assembly, a system of public education, calculated to give effect to the appropriations made to that object by the Legislature heretofore, and during its present session, and to comprehend in such system the establishment of an University, to be called 'The University of Virginia,' and such additional Colleges, Academies, and Schools, as shall diffuse the benefits of education throughout the Commonwealth, and such rules, for the government of such university, colleges, academies, and schools, as shall produce economy in the expenditures for the establishment and maintenance, and good order and discipline in the management thereof," the President and Directors of the Literary Fund respectfully report:

That they have entered on the discharge of the important duties committed to them, with all the solicitude which would naturally arise from the magnitude of the trust, and the difficulties attendant on the subject.

In common with their fellow-citizens at large, they hail with pleasure, and delight, the liberal spirit of improvement, which dawns upon their country, and which displays itself, not only in what contributes to an increase of the conveniences, the comforts and wealth, but also in the advancement of the intelligence and knowledge of the people. In all enlightened countries, national education has been considered one of the first concerns of the Legislator, and as intimately connected with the prosperity of the state. In free states, where the government is founded upon, and is the organ of the public will, it is indispensably necessary that that will should be enlightened. It is the proud prerogative of free governments to be founded in virtue and intelligence. They go hand in hand; and, by imparting a full knowledge of the rights of mankind, and securing obedience to laws framed with wisdom, and administered with impartiality, they give that happiness to the community which despotic

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power never can confer. In a republic, too, every citizen can aspire to the highest offices of the state. He may become a legislator, a judge, or be called to fill the office of first magistrate. How deeply interested, then, is the community, in the formation of a system, which shall enable the youth of our country to discharge the high duties that await them, with honor to themselves, and advantage to the State? These considerations, with many others, which might be suggested, shew the extreme importance of the subject, committed to the President and Directors of the Literary Fund, and impress on them fully the nature and extent of their responsibility. In addition to the intrinsic difficulties of the subject of education, it is necessary, in the formation of any system of this sort, to consult the peculiar situation of the country, for which it is intended. Into this estimate must enter, a regard to the state of its population, the degree of perfection to which science has attained, the progress of the arts, and, above all, the means, which it is in the power of the state to apply to such establishments. It cannot be expected, that the system which may be adopted will, in its commencement, be perfect. This is not the lot of human institutions, even of those which are the result of the greatest experience, and the most indefatigable labour. Much less, is anything like perfection to be expected from the first attempts made by a people, comparatively in their infancy, and where public establishments for instruction have been very limited. One great consolation which presents itself on the subject, is, that as the system about to be adopted by the legislature, whatever it may be, will be a national* one, it will be subject to the control of the national will, and may be modified and improved, as experience may direct. It would appear that some former efforts, made by the legislature for the establishment of schools, failed. This probably was owing to the circumstance that no revenues were set apart for the support of such institutions; and they were made too much to depend on the funds to be extracted directly from the people. We may anticipate a more auspicious result, from the system now adopted, where means are provided, in a manner not burthensome to the community, for imparting the benefits of instruction, and science, to the poorest children in the state. It is worthy of remark, that one source of support to the Literary Fund, is derived from fines, penalties and forfeitures, imposed on the violators of the laws of the State. Thus, by a happy feature in the system, vice and immorality are made to pay an involuntary tribute to virtue, and to provide the means of their own extinction.

It appears from the terms of the resolution of the General Assembly, that the plan of education, contemplated by them, embraces three essential parts, which are, however, intimately connected, are subsidiary to each

*This use of the word "national" was not uncommon before 1830.

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other, and constitute one system. The arrangement of this system seems to be dictated by considerations of great propriety. It contemplates taking a boy who is ignorant of the rudiments of learning, and first imparting to him those rudiments; next, placing him in a seminary, where he can obtain a higher degree of information; and, finally, in a University, where every kind of science attainable in this country can be acquired. The steps in this progress are natural and regular, and present, at a glance, an outline of such a system as it is proper to adopt. The President and Dircetors of the Literary Fund submit to the legislature the subject, under the different divisions of which it is susceptible, and will recommend to their adoption, such provisions as appear to them best adapted to the situation of the country, and to the extent of the funds established for this object. In doing so, they will forbear to enter into a minute detail, from a belief, that the most important thing is to fix the great principles of the plan, to be established; after which it will be easy to supply, by an act of the legislature, the numerous provisions, which will be necessary. The subject is divisible into Primary Schools, Academies, and an University. They will be considered in their order.....

The Presdent and Directors have submitted to the legislature what they consider the best organization of schools, etc., for this Commonwealth, but they are not so sanguine as to believe that it can be carried into effect at once to its full extent, without a considerable augmentation of their funds. It is, therefore, respectfully referred to the legislature to decide, whether it would not be better to execute the system by degrees; to extend its operation as the fund may be increased; and in its application always to keep in view the ultimate completion of the whole. With these impressions, it is recommended, that the product of the fund be immediately applied to the establishment of a school in each township, as indicated by the foregoing plan; that an academy be then established in each district; and that, after the accomplishment of these objects the surplus that may remain, be applied to found and support the University of Virginia. In order to expedite the operation and perfection of the system, it is earnestly recommended to the General Assembly to augment the fund, by additional appropriations. In recommending to commence with Primary Schools, the President and Directors have been influenced by no consideration but a belief that the greatest public benefit would be thereby derived. It is supposed that no fewer than twenty thousand of the youth of this state may receive instruction in these schools at the same time. The President and Directors cannot believe that an object of so much importance ought to be postponed for any other. But they trust that, from their preference of these, no inference will be drawn of their entertaining opinions unfavorable to the other branches of the

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system; or that their execution should be delayed one moment beyond the period when it may be practicable.....*

By order of the Board,

W. C. NICHOLAS, *President.*

Teste:

WM. MUNFORD, *Clerk to the Literary Fund.*

[*Sundry Documents on the Subject of a System of Public Education.* Richmond. 1817. pp. 18-34.]

[2.] ANSWER OF J. AUG. SMITH, PRESIDENT OF WILLIAM AND MARY COLLEGE, TO THE CIRCULAR LETTER FROM HIS EXCELLENCY, WILSON C. NICHOLAS, GOVERNOR OF VIRGINIA, TO SUNDRY GENTLEMEN, ON THE SUBJECT OF A SYSTEM OF PUBLIC EDUCATION FOR THE STATE OF VIRGINIA.

Wm. and Mary College, 7th November, 1816.

Sir:

Although I have not failed to bestow that reflection on the subject of your circular letter, which its importance demanded, yet, I fear it will not be in my power to communicate anything very novel or very useful. Nothing is easier, than to enumerate the various branches of learning which a general system of instruction should comprehend; and as to the manner in which these should be taught, there is probably neither room nor occasion for any great improvement. But the object of the directors of the literary fund, I presume, is rather to inform those who must otherwise remain in total ignorance, in the humbler but more important parts of knowledge, than to make a comparatively few proficients in the sublime departments of science. In these we have always had a sufficient number of persons adequately skilled for all purposes of practical utility, while the mass of our population is well known to be grossly deficient of even the most ordinary attainments in literature. If my view of the wishes of the directors of the literary fund be correct, it necessarily follows, that he alone can devise a scheme for the fulfillment of their intentions, who is intimately acquainted with the particular circumstances of those who are to be benefited. But my situation and pursuits have always been such as to preclude me from acquiring this minute knowledge of my countrymen; a few general remarks, therefore, indica-

*By an Act of the 24th of February, 1816, an addition was made to the Literary Fund of the debt due to the State from the United States on account of advances made during the War of 1812. February 26, 1816, Joseph C. Cabell wrote to Mr. Jefferson: "I now return your original letter to Mr. Carr. Its publication, in my opinion, was well-timed, and has produced a happy effect on the measures of the Assembly. We have appropriated all our United States debt, except $600,000, to the purposes of education; and have required the President and Directors of the Literary Fund to report to the next Assembly the best plan of an university, colleges, academies, and schools. The passage of both these measures is unquestionably to be ascribed, in a great degree, to your letter. But, it may be asked, why enquire of the President and Directors of the Literary Fund for plans, when one so satisfactory is already before the public? I will tell you. Appropriations abstracted from their location are most easily obtained." (*Early History of the University of Virginia*, pp. 60-61.)

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tive rather of my zeal for the cause, than of my ability to promote it, are all I can offer. Men, as far as I have been able to judge, fail in attaining their ends, not so much from a defect in their plans, as, first from employing agents really incompetent; and, secondly, from neglecting to superintend those upon whom the details must devolve. In the present instance, both of these difficulties are great: the former is, at this time, I am sure, insuperable. It may, I think, be ultimately overcome, but as years will be necessary for this purpose, the requisite measures cannot be too early commenced. The first thing therefore which I should recommend, would be, the immediate adoption of such steps as would ensure an adequate number of well instructed persons to act hereafter as teachers. That these must be, in the first instance, educated for this special purpose, and at the expense of the public, is to me clear:— for certain I am, that proper persons, who would accept of such remuneration as could be afforded, are not to be procured either here or elsewhere.

An objection of considerable magnitude immediately occurs, how is the public to be assured that those thus educated will hereafter act in the capacities for which they were designed? A contract might, I should suppose, be framed, under an act of the assembly, to be passed with this view, which would accomplish this end. But upon this, gentlemen more conversant with the law than I am must decide.

The want of good teachers would be principally felt at the commencement; in a short time, the demand would ensure a supply. But, while this difficulty was diminishing, the other to which I have alluded would increase. Most establishments have, at their beginning, a vigour, which gradually wears out; and perpetual motion has, hitherto, been found nearly as impossible in the moral as in the physical world. A vigilant system of superintendence, therefore, is highly essential Proper characters for this trust cannot, I know, be found in all the counties, and the appointment of itinerant visitors would not probably answer. If the number of schools be not greater than one to a county, and if each of these were located at some courthouse, the judges of the general court might, at their annual circuits, have the scholars examined; recommend those who deserve promotion; and, above all, make strict inquiry into the conduct of the teachers, who ought to be immediately discharged for drunkenness, or any other act of equal depravity. A detailed report should be annually made to the directors of the literary fund, or to whatever other body the general superintendence of education is committed; which reports, condensed into one, should, at every session, be laid before the legislature.

Thus, it appears to me, that the execution of whatever plan may be adopted, will be as effectually secured as the nature of the case will permit.

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It would not be altogether decorous, I conceive, for a person in my situation to say anything upon the subject of an university, but always willing to lend every aid in my power, and awfully impressed with the necessity of extending the benefits of education,

I remain your's, with great respect,

J. Aug. Smith.

[*Sundry Documents on the Subject of a System of Public Education, etc., pp.* 65-67.]

**1817.** [1.] A BILL, "PROVIDING FOR THE ESTABLISHMENT OF PRIMARY SCHOOLS, ACADEMIES, COLLEGES, AND AN UNIVERSITY"—PASSED THE HOUSE OF DELEGATES THE 18TH, AND REJECTED BY THE SENATE THE 20TH OF FEBRUARY, 1817.*

....That, for the purpose of digesting and carrying into effect the system of public education provided for by the last General Assembly, and recommended by the President and Directors of the Literary Fund, there shall be elected annually, by joint ballot of the Senate and House of Delegates, ten directors, who shall be styled "The Board of Public Instruction."

That the governor of the commonwealth shall be, *ex officio*, president of the "board of public instruction,"; that any citizen of this commonwealth shall be capable of being a director of the board, but that two of the whole number of directors shall reside westward of the Alleghany Mountain; two between the Alleghany and the Blue Ridge; four between the Blue Ridge and the great post-road, which passing through the territory of the Commonwealth, crosses the principal rivers thereof at or about the head of tide water; and the residue between that road and the sea coast. The board shall annually elect from their own body a vice-president, who, in the absence of the president, shall preside over their deliberations; they shall have power also to appoint a secretary, and such officers as may be required for conducting the business of the board, who shall receive for their services such compensation as the board may allow, to be paid out of the revenue of the Literary Fund. Each director of the board shall receive, from the same fund, such compensation for his services as may be allowed by law, which, until otherwise provided shall be the same mileage for traveling to and from the place of sitting, and the same, per diem, during his necessary attendance on the board, as is now allowed by law to a member of the General Assembly.

That there shall be established within the Commonwealth as many primary schools as shall tend to promote the easy diffusion of knowl-

* Charles Fenton Mercer was the author of this bill. Note Judge Murphey's elaborate report of a similar character made to the Legislature of North Carolina, Nov. 27, 1817. *Education Report*, 1896-97, pp. 1404-1414.

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edge among the youth of all classes of society; and for establishing and properly regulating such schools, the whole territory of the Commonwealth shall be divided into small and convenient jurisdictions, to be denominated townships and wards.

That whenever any person or persons, body politic or corporate, in any township or ward, shall provide a lot of ground of two acres in extent, or of the value of two hundred dollars, with a school-house thereupon of the value of two hundred and fifty dollars, and convey the same to the president and directors of the Literary Fund, and have the conveyance therefor recorded in the proper court, and transmit a certified copy thereof to the said president and directors, said house shall be regarded as a primary school-house.

That all the free white children resident within the township or ward in which any primary school is established, shall be entitled to receive tuition at such school, free of any charge whatever: Provided, that the board of trustees, who have the government of the school, may demand of such parents, guardians, or masters as are able to pay, without inconvenience, for the education of their children, wards or apprentices, such fees of tuition as the said trustees may deem reasonable and proper. * * * [Salary of $200 to be paid the teacher from the Literary Fund.]

That the board of public instruction shall, as soon as can be conveniently done, divide the territory of the Commonwealth, from reference to the last census of the free white population thereof, into forty-eight academical districts, containing, each, one or more counties, and as near as practicable, an equal number of such population. * * * That where, in any academical district, there shall be no academy in existence, or none which the board of public instruction may deem it proper to recommend to the president and directors of the literary fund, the board may accept a lot of ground, conveniently situated in the district, for the erection of an academy for the said district. Provided, that along with the lot of ground, there shall be subscribed, by one or more persons, bodies politic or corporate, (or the payment thereof be otherwise assured, to the president and directors of the literary fund), three-fourths of the sum necessary to erect suitable buildings thereon for such academy; which sum shall, in no case, be computed at less than ten thousand dollars.

That, upon the preceding conditions relative to the admission of existing academies into the system of public instruction hereby created, or to the creation of new academies as part of such system, the board of public instruction and the president and directors of the literary fund, are authorized to accept the Anne-Smith Academy (at Lexington), for the education of females; and to provide for the erection of one or more similar institutions. Provided, that the whole number within the Commonwealth shall not exceed three.

That the board of public instruction shall have authority to estab-

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lish within the Commonwealth, three additional colleges, to be denominated respectively, Pendleton, Wythe, and Henry: the two first shall be located to the west of the Alleghany mountain; one whereof shall be placed to the north, and the other to the south of the dividing ridges of the mountains, which separate the head waters of the Kanawha and Monongalia rivers, from those of the rivers Greenbrier and the great Kanawha; and the third shall be established in some one of the following counties below the Blue Ridge, viz: Orange, Madison, Culpeper, Fauquier, Prince William, or Loudoun. There shall be established one other college on the south side of James river, to be denominated Jefferson College; such college to be established on the same terms with those before mentioned. * * * That the board of public instruction shall have authority to receive from the trustees or visitors of the existing colleges of William and Mary, Hampden Sidney and Washington, any proposals which they may deem it proper to submit to the board, for the purpose of having their respective institutions embraced within the system of public education, to be created by this act.....

The board of public instruction shall as soon as practicable, fix upon a proper site for the University of Virginia.....*

[*Sundry Documents on the Subject of a System of Public Education, etc., pp.* 35-49.]

LETTER FROM THOMAS JEFFERSON TO JOSEPH C. CABELL.

Monticello, October 24, 1817.

Dear Sir:

Yours of the 14th came to hand two days ago. Soon after you left us, I received the pamphlet you were so kind as to have directed to me, containing several papers on the establishment of a system of education. A serious perusal of the bill† for that purpose, convinced me, that unless something less extravagant could be devised, the whole undertaking must fail. The primary schools alone on that plan would exhaust the whole funds, the colleges as much more, and an university would never come into question. However slow and painful the operation

*cf. *Early History of the University of Virginia*, p. 50. Letter of Joseph C. Cabell to Thomas Jefferson, January 24, 1816: "Would you object to the publication of your letter to Mr. Carr? Indeed, sir, I may take the liberty to have your letter printed before I can get your answer. I do not believe the General Assembly will make so great an appropriation at this time as the one proposed by Mr. Mercer; but I will do anything in my power to promote it."

†Charles Fenton Mercer's. "Mr. Mercer, then a delegate from Loudoun, afterwards, and for many years, a representative in Congress from that district. This gentleman claims the paternity of the Literary Fund of Virginia, as appears in his Address on Popular Education, published in 1826. It is proper to add, however, that on this point there is a conflict of pretension between him and Gov. Barbour (see Ruffin's *Farmer's Register*, III, 688). Without deciding on the question of origin, it may justly be said, that to Mr. Mercer, as Chairman of the Committee of Finance, in 1815-16, we owe a report recommending the increase of this fund, and at the following session a general plan of education for the State, embracing a University, Colleges, Academies and Primary Schools. This bill passed the House, but was dropped in the Senate. From a letter to Mr. Cabell we learn that Mr. Jefferson's letter to Peter Carr was shown to Mr. Mercer before he had submitted either report or bill." *Early History of the University of Virginia*, p. 50.

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of writing is become from a stiffening wrist, and however deadly my aversion to the writing table, I determined to try whether I could not contrive a plan more within the compass of our funds. I send you the result brought into a single bill,* lest by bringing it on by detachment some of the parts might be lost.

You ask if we should not associate with it the petty academies and colleges spread over the State, in order to engage their interest? Why should we? For their funds? They have none. Scarcely any of them have funds to keep their buildings in repair. They depend on what they get from their students. Aggregated to our regular system, they would make it like the image of brass and clay, substances which can never amalgamate. They would only embarrass, and render our colleges impracticable. I have always found it best never to permit a rational plan to be marred by botching. You would lose on the vote more honest friends than you would reconcile dishonest enemies, under which term I include those who would sacrifice the public good to a local interest. ( *Early History of the University of Virginia*, p. 50, p. 84.)

[3.] ARTICLES IN THE CHRISTIAN MONITOR.†

A. Some consideration of the subject has produced the conviction that learning is in a much lower state in this country at present than in former times.....It is well known that the bill for the establishment of primary schools, academies, colleges and an University of Virginia, was lost only by a very small number of votes in the Senate last winter. Had this scheme succeeded, the question is put to every thinking man in the State, could native Virginians or Americans have been found to fill the various professorships by law established?

In this republic we are in a fair way to have what may truly and properly be termed a *populace*—a mere ignorant, untaught, immoral rabble, who will give themselves to the control of any man who will give them a morsel of bread to eat, and liquor to drink. The evidence need be urged no farther to prove that the interests of literature are greatly neglected; that in this respect we are degenerating from the wisdom and worth of our ancestors. It seems to me high time that those who have understandings to discern, and hearts to feel, should come forth and make a vigorous effort to effect a REVIVAL OF LEARNING IN VIRGINIA.

B. We shall proceed to enquire into the causes which have produced the decline of learning in our country. 1. The first which we shall assign, was the just, necessary and glorious war of the revolution. The

* A bill for Establishing a System of Public Education. [Providing for primary or ward schools—"the wards to comprehend each about the number of militia sufficient for a company"; colleges—"the several counties of this Commonwealth shall be distributed into nine collegiate districts"; and a University. Text of bill fifteen octavo pages—see appendix, *Early History of the University of Virginia*, p. 413 ff.]

† John Holt Rice, in *Christian Monitor*, Richmond, 1817, II, 273-276.

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youthful part of our population were put in requisition for the defence of their country: and the seven years which they should have spent in acquiring an education, were employed in the field. These were the citizens by whose activity and influence only, a leaning and bias in favor of learning could have been given. But they were engaged in a new and arduous business, and that at a very critical period in the affairs of the world. The new republic was to be organized in all its departments.

2. Shortly after the close of the war, during the discussions produced by the proposal to form a new Constitution, and the carrying of that proposal into effect, the demon of party spirit shed his malignant influence upon us. The flame, then enkindled, was made to burn with new fury by the events which took place in Europe; nor is it yet wholly extinguished. This was an event in a high degree disastrous; and perhaps on no account more so, than because of its influence on the intellectual and moral culture of the American youth. It soon became obvious that intelligence, knowledge, and experience, even when combined with well tried virtue, were not the only qualifications required in candidates for places of honor and profit. "Is he true to his party? Will he go with us?" were the questions most promptly and eagerly asked.

3. A third cause which has had considerable influence is, the great success which some persons, remarkably endowed with natural powers, have met with in our republic. It might seem invidious to mention names; it is, however, well known that some, who have obtained much applause, and excited great admiration, were not scholars, in the common acceptation.

4. When the tranquillity of peace succeeded to the turbulence of the revolutionary war, the circumstances of the civilized world afforded to our citizens universal facilities of becoming rich. An impulse, unknown before, was given to our commerce, the value of real property was suddenly raised; the products of our agriculture commanded great prices; the carrying trade fell into our hands; and a variety of circumstances, enumeration of which would be tedious, occurred to excite our love of gain. This soon became the ruling passion of the nation; and most parents thought much more of ways and means to make their children rich, than to make them ripe and good scholars. Added to this, the boundless tract of unsettled country lying on our whole western frontier, produced a restless and unsettled spirit. Many of our citizens broke up their old establishments, and in the spirit of adventure, went in search of new settlements. Their success excited others; and thus there has been, and yet is, continual removing from one part of this vast country to another. The population in most parts is very sparse— the people find great difficulty in obtaining the most ordinary teachers; and the majority grow up without sufficient learning to teach them the value of a good education, or excite any great interest in an affair so truly import-

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ant. In this situation, our legislatures, with an economy utterly unwise, have forborne to afford aid to the cause of literature.

5. It is believed that the influence of slavery has been pernicious to the interests of literature.

6. Another cause, of no small weight, may well be considered in conjunction with this; namely, the almost total destruction of what may be termed domestic discipline. Children are very generally allowed to act pretty much as they please.

7. The neglect of religious education. That this neglect is very general is too obvious to require proof. [John Holt Rice in *Christian Monitor*. Richmond, 1817, II, 289-297.]

**1818.** [1.] AN ACT APPROPRIATING PART OF THE REVENUE OF THE LITERARY FUND.

February 21.

For the purpose of duly applying a part of the income of the Literary Fund, to the primary object of its institution, it shall be the duty of the courts of the several counties, cities, and corporate towns, represented in the General Assembly, and of the borough of Norfolk, in the month of October, or as soon thereafter as may be, to appoint not less than five nor more than fifteen discreet persons, to be called school commissioners for the counties, cities, the said corporate towns and borough of Norfolk respectively, in which they may be appointed.....The said commissioners shall have power to determine, what number of poor children they will educate, what sum shall be paid for their education, to authorize each of themselves to select so many poor children, as they may deem expedient, and to draw orders upon their treasurer, for the payment of the expense of tuition, and of furnishing such children with proper books and materials for writing and cyphering. The poor children selected in manner aforesaid, shall (with the assent of the father, or if no father, of the mother of such children respectively, or if no mother, with the assent of the guardian), be sent to such school as may be convenient, to be taught reading, writing and arithmetic*.

[2.] ARTICLE BY JOHN HOLT RICE.

I hear the insinuation that after all, the Legislature of Virginia will establish no University, no Colleges, no general system of education—I can believe no such thing. Our representatives

*"At the session of 1817-18, the General Assembly passed the bill for the erection of a University, and for the education of the poor. After long and patient discussion and investigation, it was decided not to interfere with education, except in the points where it could not safely be left to individual enterprise, viz: in the case of persons too poor to pay for it themselves, and in that where the expense and magnitude of the subject defied individual enterprise, as in the case of a University. This measure, for a University of the State, was hailed with enthusiasm in the States west and south of us, as well as from every part of our own State." [Statement of Joseph C. Cabell; see *Early History of the University of Virginia*, p. XXXIII.]

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will not thus trifle with public feelings and public interests. And if so disposed, they dare not do it. The PEOPLE are awake on this subject; and demand of their LEGISLATORS a wise and efficient system of public education. Woe unto them, if they resist this demand! * * * But the thing is not to be believed. They will not, and they dare not do it. Every one *now* knows that the great business of erecting and endowing seminaries of learning is not to be left to the desultory, and feeble exertions of individual enterprise. And should the State fail to provide the due instruction of the people, they will fail in a paramount duty. It is difficult to withdraw from a subject so deeply interesting. But the withdrawal will be only temporary. The writer of this will return to it again and again, and, however feeble his abilities, will give them, in their best exercise, to an affair so deeply involving the best interests of his country. [*Virginia Evangelical and Literary Magazine*. Richmond, I. 1818, p. 548.]

**1819.** EDUCATION IN VIRGINIA.

The College of William and Mary, flourished for a number of years in great prosprity; and in former times furnished for the service of the State many ripe and good scholars. But the war of the revolution gave it a shock from which it has not yet recovered. On the decease of Bishop Madison, the late president, it seemed to be threatened with total extinction. Exertions, however, have been recently made to revive it, and sanguine hopes are entertained *by some* that it will again flourish.

The colleges of Hampden Sidney and Washington, have been chiefly supported by the fees paid by students. They were originally academies established by Presbyterians, and incorporated for the general purposes of education by the legislature. Whatever reputation they have had, has been chiefly acquired and sustained by the character of their presidents. To the former the legislature granted some escheated lands, with a few hundred pounds: and to the latter, Washington bequeathed a hundred shares in the Richmond Canal Company. Resources so scanty as these have not enabled the trustees of these institutions to procure extensive libraries, or complete apparatus; much less to support a competent number of able professors. On this account, and perhaps because it was imagined that better discipline is maintained in the Northern schools, many men of wealth have sent their sons to be educated either in Nassau Hall, Yale or Harvard. These, it is understood, have generally maintained a good standing in their classes. And if they have not made distinguished scholars, the censure ought not to be on the schools where they were *not* educated. The fact, however, is that literature, as a profession, is not known in Virginia. Education is sought as a qualification for the business of life. The manner in which Virginians have dis-

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charged the duties of the various learned professions, and acted their part as politicians and warriors, affords the proper criterion by which to determine whether they have been subjected to a salutary course of intellectual discipline.

There is a number of incorporated academies in the State; few of which are on a permanent foundation, or in a very flourishing condition. Of this perhaps the principal reason is, that there exists among the wealthy Virginians a strong predilection in favor of domestic or private education; most gentlemen preferring to employ family tutors, instead of sending their children to academies.

While the State of Virginia has left the important business of education to mere private management, it may well be taken for granted, that the people at large have been but imperfectly instructed. Schools for common education, perhaps the most important of any, have been few, and in general badly conducted. This subject has not indeed been wholly neglected. [Follow remarks on the establishment of the literary fund, and the Act of Assembly of 1818.] But the question concerning the appropriation of this literary fund, has produced a difference of opinion which perhaps it will not be easy to reconcile. The subject is confessedly one of delicacy and difficulty. The duty of the State, first in point of importance, is to afford the means of a good common education to the people. Of this, there can be no doubt, but the difficulty is how to accomplish this object. Not every one who has acquired the elements of learning is qualified to be a teacher. The demand for men of abilities in the various departments of life is so great, and in general the profit so considerable, that few men of education will devote themselves to the business of instruction for the salaries that the literary fund could afford them. If then at the present time the State of Virginia were divided into wards, and a primary school established in each, the teacher, in most cases, would be some man too lazy to work; or, which is more likely, some adventurer from abroad whose moral and intellectual qualifications could not be ascertained, would impose on the school committee, and be imposed on the people, until having gathered up as much money as his ulterior purposes should require, he would return to the place whence he came. Perhaps then, it might be the wisest course, first to establish a number of respectable colleges and academies in various parts of the State, at which the terms of education should be so low that any, even the poor, might avail themselves of the advantages which these institutions would afford. In this way teachers might in a few years be raised up to supply the demand which primary schools would create. But, however, this may be, it is gratifying to know that a fund so large has been accumulated for literary purposes; and whatever doubts may exist as to the best manner of appropriation, should it be diverted from its original purposes, the character of the State will be materially in-

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jured, and they whom the people choose to manage their affairs will be utterly inexcusable.

[Remarks sub. "Virginia" in Rees's *Encyclopedia,* vol. 38.]

**1821.** FEB. 24. PROVISION BY THE STATE FOR ACADEMIES.

Whenever the annual income of the literary fund shall exceed sixty thousand dollars, the surplus above that sum, until such surplus shall amount to twenty thousand dollars, shall be appropriated, and the same is hereby appropriated to the endowment of such colleges, academies, or intermediate schools, within this Commonwealth, as the General Assembly may hereafter designate as fit institutions for such endowment. [*Acts of Assembly.*]

**1822.** ARTICLES BY JOHN HOLT RICE.

1] We are much at a loss, to know by what criterion it is determined that children are really indigent. We suspect that much is arbitrary in this case. The county of Rockingham, by the last census, has 1,959 persons of sixteen years and under, more than the county of Rockbridge; yet 140 indigent children are reported in the former, and 204 in the latter. Essex has 103 reported one year and 41 two years afterwards. In some cases negligence, and in others difference of opinion in the Commissioners must account for this difference in numbers. The whole matter seems to be irregular and uncertain.

We should like much to know what effect this appropriation has on the parents of indigent children. Are not these parents generally indigent *because they love whiskey;* and because not even the strength of parental affection can restrain their appetite for strong drink? We want to know, then, whether in many cases this appropriation does not operate as a premium for indulgence in this most prevalent and destructive vice in our country. We should like much to be informed whether the parental care of the State, does not give a plea for the carelessness of natural parents.....

But hear the plan which we have to propose. We would engage to have 30,000 poor children taught to read well at an expense of fifty cents each *per annum.* This would be accomplished by means of Sunday schools.....* This plan, while it would be tenfold more efficient than the

*"Great stress is laid on the progress of Sabbath Schools in Richmond. I am pleased to hear that they improve the opportunity of promoting education in this manner; but it is what cannot be done in a thin settled country. Iota estimates the number of poor children sent to school at 3,500, but a great number go only five or six months. He says children sent in this way will soon forget what they learn. Very strange, indeed, that a child can learn so much in fifty-two or perhaps not more than forty Sabbath days and learn nothing in five or six months. . . . The next thing that I shall notice, is the employing of twelve agents at $600 each, who are to travel through the State and establish Sabbath Schools. These agents would pass on and establish schools and this would be the first and last time they would be seen in one year. The next year they would return, find fault, pass on and care as little for the poor as do our old-field schoolmasters. Next, we must have a great depository of books in Richmond, and a

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present plan, would at once set at liberty $30,000 *per annum* to be appropriated to the benefit of by far the most valuable part of society, the people in moderate circumstances.

The use which we would make of this sum is as follows: We propose that a law should pass guaranteeing to every ten thousand of our white population, as soon as they will unite and erect for an academy, a permanent building, in the most central and convenient place, and elect a suitable number of trustees for the due management of the said academy, the sum of $500 *per annum,* for the purpose of paying one or more capable teachers to be employed in the institution.

The white population of our State amounting now to about 600,000, there might very well be erected 60 academies, each of which would receive from the State $500 *per annum.* At institutions thus aided, tuition might be reduced to $12 a year, and two men of education employed as teachers, who being themselves well educated, might instruct children not only in reading, writing and common arithmetic, but also in geography, the lower branches of Mathematics, Natural Philosophy, etc., etc.; and turn them out with a taste for reading and strong desire of improvement, or fit them for entering college, and pursuing a general course of liberal study. (*Evangelical and Literary Magazine,* V. 93-97.)

2] It is now generally conceded, that the plan which has been adopted for the education of the poor will not succeed. The reason is obvious: it makes no provision to secure that careful inspection and vigilant superintendence, which are indispensable to its efficiency.

We have shown that the net amount appropriated to primary schools does not rise to more than *one-fifth part* of what is actually necessary to educate, at the present prices of tuition, the indigent children of the State. Indeed if the whole $45,000 were annually expended in the best manner, only a very small part of the great object proposed would be accomplished. It is utterly delusive then to talk of educating the poor, when almost nothing *is* done, and comparatively little *can* be done on the present plan.

The great object of the legislature should be to MAKE EDUCATION CHEAP instead of making it GRATUITOUS. This would place it within the reach of all but absolute paupers, and at the same time produce a general interest in the subject. A knowledge of the fact, that the State, in the exercise of its parental care, had adopted measures to

great man to keep them, who is to have $2,000 per annum. Such an establishment I hope never to see in Virginia."—A critic of the plan, in *Literary and Evangelical Magazine,* VI, 283-84.

See also *The Southern Enterprize: being a brief statement of facts in relation to the Enterprize, which the American Sunday School Union resolved, at its late annual meeting, to prosecute in the Southern States.* Philadelphia, 1833, pp. 28 [containing an account of the origin of the Southern Sunday School Enterprize; reasons for undertaking it; opinions of distinguished Southern friends in regard to it, etc.]

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enable every industrious man to educate his children, would do a thousand times more to promote general education, than twice forty-five thousand dollars applied exclusively to indigent children. The primary school fund is wasted on an inefficient plan to educate paupers, while it leaves the general prices of education unchanged.

Most of the tolerably reputable and decent schools are conducted by young men, whose only object in teaching is to procure money to enable them to study a more respected if not a more profitable profession. Hence, they set themselves up to the highest bidder for the time; hence, also, parents, unable for any length of time to support the expense, cut short the course of their childrens' education. *To have good teachers and cheap tuition, we must have permanent schools*—these remarks show the high importance of that part of our plan, which recommends the establishment of regular academies in all parts of the State.

These institutions sufficiently endowed would cheapen the price of education in several ways.

1. They would afford a considerable portion of the teacher's salary: and of course there would be less necessity for high fees. 2. They would increase the number of scholars; and the more scholars a teacher has, the cheaper he can afford to work. 3. They would turn out many men capable of conducting ordinary schools very advantageously; and thus by competition reduce the price of instructing.

With these remarks before him, let any man who can make the ordinary calculations of arithmetic turn to the last census of Virginia. He will there see that the number of persons of sixteen years and under, in the State, amounts to nearly 300,000. It is not too much to say, that one-half of these ought to be at school. The annual expense of their tuition at the very lowest price fixed on for an average, would be fifteen hundred thousand dollars! But it is not fair to make the old-field-school price a standard for calculation. We are persuaded that an average formed on the prices of all the schools would amount to more than $20, but to avoid excess, let this be assumed as the correct average, and it follows that the people of Virginia ought to be paying at least three millions of dollars annually for education*.

But here we wish to guard against any misapprehension of our reasoning. We do not suppose that if the experiment were made, the result would come out exactly as we have stated in figures, for we know the wide difference between theory and practice. The whole of our argument aims at this conclusion, and we feel warranted in making it with confidence, that *the establishment of academies in the manner proposed, one for every* 10,000 *souls, would bring the means of obtaining a good education within the reach of the great body of the people, and thus prove an immense advantage to them.*

*Expenditures 1906-1907 for the public school system of Virginia, $3,300,000.

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There is another remark to which we invite the most serious attention of our readers. There is perhaps no country in the world of equal degrees of civilization with that of the Southern States, where there are so few objects of local attachment. The churches where our forefathers worshipped have been totally demolished; the graves of our ancestors have been ploughed up; the school-houses, where we learned the rudiments of education, have long since rotted down. Now the effect of all this is very unhappy. It makes a man hang loose to his country, and generates a migratory disposition. In this view of the subject, we do most earnestly wish that our legislature, and that the legislatures of the Southern and Western States, would adopt all the measures in their power to promote permanent establishments. The public spirit and wisdom of our legislators, we trust, will aid in the erection of neat, substantial academies, which, seen by the passenger in the midst of embowering groves, will cause many a one, as he goes by, to recollect his youthful sports, and youthful friendships, his generous rivalries, and his honest intellectual triumphs, which, in a word, will awaken all the associations which are so precious to a heart of genuine sensibility. (*Evangelical and Literary Magazine,* V. 132-138.)

3] We are fully under the impression that many wrong feelings are cherished, and many mistaken opinions entertained respecting the application of the Literary Fund. Some consult local interests and prejudices; and some pursue wild theories. In the mean time, the whole affair is so managed as to disgust or offend the people. The result, thus far is precisely this—the mass of our citizens are *indifferent;* a few are warmly *hostile;* and the active friends of literature, sadly embarrassed and shackled in their operations, know not very well what to do.

The reason of all this, as we think, is exceedingly obvious. They who have managed this important business, have not adopted measures to convince the great body of the people, and make them feel that they have an interest in the literary fund. At present, we are persuaded that they regard it as no concern of theirs. The forty-five thousand dollars a year they consider as a *donation to the poor.* It is never to do the people any good, but it is worthy of the generous and liberal character of Virginia to make such annual gifts, and they are well pleased that they should be made, if only the poor will rightly use the bounty. And as for the university, why, that is for the rich,* and they may well be satisfied with what they have. This, we verily believe, is a true expression of the public feeling, and it is precisely what we anticipated from the be-

* cf. *Farmer's Register,* III, 688, *Address before the Agricultural Convention of Virginia,* 1836, *by ex-Governor James Barbour:*

"It is quite fresh in my recollection that it was objected that the establishment of a University would be an aristocratic measure. We all know how easy it is to get up this mad-dog cry. Although in very truth, an entire county with all its wealth would scarcely be equal to the making a real full-blooded aristocrat, yet with us it is sufficient to fix the 'suspicion of being suspected' against any man who boils his pot every day. One, two, or at most three dishes a day, are full proof of this horrible offence."

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ginning. The measures pursued, in the present state of the country, could not have produced any other result.....

There are several colleges in the State, to which the neighboring people are warmly attached. Many of our most intelligent and influential citizens have been educated at them, and have an unextinguished attachment to them. In this state of things, an impression has been produced that the university is intended to put down these old and valuable institutions to the level of mere academies, and indeed to supersede their use. It is easy to see what has been, and what will be the effect of all this. There are friends of primary schools, friends of the colleges, and friends of the university, who each having different plans in view, counteract those of others. These are painful facts; but they are not to be disguised. They deserve most serious consideration. And that especially, as this state of things may prepare the way for some demagogue to come in, and dissipate the whole literary fund.

There is another point to which we feel it to be our duty to direct the reader's attention. The State has neglected the subject of education so long, that the effects of this negligence begin to be severely felt; and this particularly, when Virginia compares herself with some of her younger sisters. Many among us are mortified and ashamed; and under the pungency of these feelings we wish at once to spring forward, and occupy the ground, which we should have been able to possess only after a steady march of fifty years. *But the thing can't be done.* However high mettled and fleet, we have too much weight to carry, to dash forward in this way, and make up lost ground. In other words, moral causes operate slowly; and we must have patience to wait for their progress. We cannot have a completely organized and perfectly arranged system of instruction in successful operation, in less than half a century.* If we run too fast, we shall assuredly ruin everything.

Do any ask here, what then is to be done? We are ready to answer with unhesitating confidence, that nothing can be done with any effect at all worthy of the reputation of the State, until by some scheme or other, the great body of the people shall be made to feel a lively personal interest in the management of the literary fund. They elect representatives; and in all great questions their feelings will govern the legislature. This we hold as certain. Mathematics could not make it plainer.

Something may be effected, by well written essays, to convince them that the science and learning of a country are a common stock, employed for the good of the whole. But alas, there is so little reading among us, even of magazines and newspapers, that it is very difficult to get access to the people. The only measure on which we place any great reliance, is one recommended in a former number. That of making a *really good common education so cheap, as to bring it within the means of the great*

*Half a century from 1822!

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*body of the people.* For this purpose, we have recommended the erection of academies throughout the State, one for every ten thousand souls. If this measure is not approved, or cannot be adopted, some other of similar design seems really to be necessary. Only let the thing which we wish be done, and we venture to warrant that popular favour will be given without limitation to the literary fund.....

And in prosecuting to full effect the patriotic designs of the founders of the literary fund, it will be highly expedient to support the colleges at present in existence, and aid in the erection of others, in different parts of the State. If this great fund should be well managed, it will afford ample means to effect these important objects. Three or four more colleges, at least, are needed for the purpose of retaining the important concern of the *higher education,* within the limits of Virginia..... Every college properly conducted, generates something of a literary atmosphere. These colleges might maintain, and ought to maintain, a correspondence with the academies in neighboring districts, and keep up the tone of literary feeling in them. Youth destined for the ordinary avocations of life, would go from the academies to their trades and callings; and those intending to pursue a higher literary course, would repair to the colleges; where we would have everything taught that is necessary to fit men for the learned professions. Should any imagine that we are at all hostile to the university, they will be greatly mistaken. In that national design we have always taken a lively interest. At present, however, we cannot enter on this part of the subject. (*Evangelical and Literary Magazine,* V. 184-189.)

Certainly, we do in this country greatly need an institution where ingenuous young men, whose minds have been prepared by wise previous discipline, may employ a few years, without incurring any enormous expense, in extending their knowledge and enlarging their views. At such an institution we would, at any price necessary to command them, place men of the very foremost attainments—men at once of consummate skill in their particular departments, and of great and comprehensive minds—men, who while they could, with all the ease and familiarity of intimate acquaintance, bring the whole that has been discovered of any particular science before the minds of their pupils, would be able to show the various connections of all the branches of human knowledge. This institution is *our university.* These are the professors whom we would place there, and for its support we would out of our poverty most cheerfully contribute to double and if necessary quadruple the resources of the literary fund. (*Evangelical and Literary Magazine,* V. 237-8.)

Our whole plan then is this:

1. We would set apart a small portion of the literary fund for the purpose of affording a regular supply of books for the use of Sabbath schools, and depend on the generosity of enlightened and well disposed

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young people to afford gratuitious instruction to the poor in their neighborhood.*

2. We would endow permanently an academy for every 10,000 souls: and so place a really good common education within the reach of every industrious and prudent man in the State.

3. We would afford aid to the present colleges, and assist the people in the erection of several others where they might be needed, and by moderate endowment render their fees so low, as to bring the means of liberal education within the reach of gentlemen of moderate circumstances living in the neighborhood.

4. And to crown all, we would establish the university, and afford *there* the facilities of pursuing any science to its utmost extent. [*Evangelical and Literary Magazine, V.* 240.]

**1823.** DEFENCE OF THE COMMON SCHOOLS.

I will now say something of the primary schools, and take my own county as an example. We have appointed a school commissioner for every company muster district, who attends to the poor children in said district, by the consent of their parents. We send said children to schools made up partly by them, and partly by those that are able to pay for tuition, and here comes in the benefit of that noble class of our citizens, the honest mechanics and the sober farmers. A teacher, for instance, comes into a neighborhood, goes round and makes up 14 or 15 scholars; but is unwilling to commence with less than twenty; the school commissioner comes and engages 4 or 5, and the school is made up. In this manner, these 4 or 5 poor children cause 15 others to be sent to school;† the school being established convenient to each man's house. They all go without distinction, are treated alike, and the school commissioners draw on their treasurer from time to time, as the tuition fees become due. These are the schools to which I have been accustomed, and have had but a small share of them. I have never had the honour to be a student of a university, a college, or an academy; my information is very limited; but I know that something may be learned even at the old-field schools, and little as it is, it is the most that the greater part of the community are able to obtain. I am fully convinced that every particle of knowledge that we can get into the mind of the poorest citizen, is strengthening the bands of a republican government. This is the government in which we glory, we like equality and cannot abide too much distinction of ranks. We should be most sincerely sorry to see what was the practice sixty years ago, a poor honest man standing at the gate of the rich, and a servant dispatched to know his business. This may

*In 1821, a law was passed in the State of Delaware, by which State funds were to be used for the support of Sunday Schools. See *Report U. S. Bureau of Education*, 1896-97, p. 351.

† This system, as obtaining in South Carolina in 1850, was described as one of "pay, less pay, and no pay." *Southern Presbyterian Review*, IV, 78ff.

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again be the case if the poor are suffered to grow more and more ignorant.

In this manner we see all those men fond of distinction and power constantly and earnestly contending for academies, colleges, the university, etc. Has it not been said on the floor of the legislature that every wise man in the State of Virginia *laughed* at the primary schools? And has it not been said also, endow your university, educate your young men there, and when they return home *their examples will be sufficient for the poor to pattern after.*

O, Virginians! Open your eyes and suffer not yourselves to be deluded. Be particular in your representations, and elect no man to your legislature, who is inimical to our existing form of government as to primary education. [*Evangelical and Literary Magazine,* VI. 285-6.]

**1824.** STATEMENT OF JOHN HOLT RICE.

We greatly need in different parts of the State a competent number of well supported academies. Institutions of this kind, where boys are kept under a closer inspection than is possible at college; where they are trained and disciplined for college life and college studies are of very great importance. They are the proper places for that sort of grounding in elementary knowledge without which the course of study at college does not, and from the nature of the case cannot, afford half of its advantages. And I have greatly wondered and deeply regretted that the thousands which have been and are every year squandered on what is falsely called the primary school system, have not been appropriated to the erection of institutions like these.....Why, to borrow the language of a man revered and celebrated for his wisdom, should we put a price in the hands of a fool to buy wisdom, when he has no heart for it?* We want academies, both male and female, at which a course of education might be given, suited to the purposes of all, except those who wish to pass through the higher discipline of college.

Perhaps there is no country in the world, where the women are more completely *domestic,* than they are in our own; and none where female influence is more generally felt. This is a most happy circumstance. And it affords a powerful argument in favor of female education.

But suppose that parents generally, wished to give their daughters a good education, where could they find the means? There are perhaps four or five good female schools in the whole State, in almost every instance raised by the individual exertions of their teachers. In this case the whole apparatus, and all the fixtures are private property; and the whole undertaking is altogether at private risque. Hence, the expenses

* Was this William Branch Giles, in his letters signed "Constituent," Richmond *Enquirer,* January, 1818?

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are beyond the reach of any but the wealthy. And even they think that they cannot afford to send their daughters more than a year or two to school. [*Evangelical and Literary Magazine*, VIII. 5-6.]

**1825.** STATEMENT OF A SCHOOL COMMISSIONER.

We Virginians perhaps beyond any people in the United States, boast of our attachment to republicanism, but if we would carefully attend to certain sentiments and opinions which are almost daily expressed among us, we should find ground to suspect that with all our boasted republicanism there is a strong tincture of aristocracy. Although I have long entertained this opinion, yet I was never so fully satisfied of its truth, as I have been since the passage of the law for the education of the poor at the expense of the literary fund. From the manner in which many express themselves, it was evident they considered the education of the poor as of no importance. The slaves they looked upon as the persons who are to perform the chief part of the labor necessary in society, and their masters as the persons who are to be our politicians, our lawyers, our physicians, and our merchants, but the poor are a supernumerary class, of little use in society, and deserving of but little attention. It is true that but few would bring out these sentiments point blank, yet from the expressions which would occasionally escape from them, it was manifest that such were their inward and genuine opinions. With people under such a bias of mind, as that which I have stated, it was not to be expected that any plan for the education of the poor would meet with a cordial approbation, much less such a plan as that adopted by our legislature, which appropriates money for the education of the poor, but none for the education of the middle or higher classes. I am a friend to that plan.....

Some persons are for establishing academies all over the State, each one of which is annually to send forth a litter of teachers, well stored with Latin and Greek, who will teach our little boys and girls the rudiments of English in a most excellent manner. For my part I think we have more academies already than are of any use.* Our statute book abounds with them. I am besides no admirer of the proposed method of constructing our literary edifice by beginning in the middle and building downwards. I would rather pursue the good old plan of beginning

* cf. *Life of William B. Rogers*, Boston, 1896, Vol. I, p. 35. When he wrote this letter Rogers was conducting a school, with his brother Henry, at Windsor, Maryland. He writes to his father, professor at William and Mary College, November 3, 1826: "The gentleman who wanted a tutor is Mr. Garnett, the husband of the lady who teaches a very celebrated female school in Virginia. He has three sons whom he wishes to educate at home. They are to be instructed in Greek, Latin, English and Mathematics; and the tutor is to receive a salary of four hundred dollars and his boarding. The salary is handsome and to one in my situation very enticing.

"Teaching is much less profitable in Maryland than in Virginia. There a classical teacher may in a few years lay up what will enable him to obtain a profession and begin the practice of it; here, unless he is so fortunate as to become fashionable in the city, he can only realize a support."

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at the bottom and building upwards. But I have neither time nor space to go into a discussion of this question at large at present. I need only observe, that if we afford a competent support to teachers, we will find them rising up amongst us, as it were, spontaneously, and we will find them flowing in upon us from the northeast, the north, and even the west.....

Much has been said of "Old Field Schools," and they are always mentioned in terms of great contempt. For my own part I scarcely ever pass an old field school, and indeed scarcely ever think of one, without agreeable emotions. Such a school always presents to my mind the ideas of health, of innocence, and of athletic sport, and I view them as the nurseries from which are to arise the future stays and supports of civil society. I view them moreover as exactly adapted to the State and circumstances of the country, and although their appearance is humble their value is great. [*Evangelical and Literary Magazine*, VIII. 367-374.]

**1827.** OLD AND NEW VIRGINIA.

Do you want the old Virginia character brought back? It can be done, it is the easiest of political problems. You must repeal the statute of distributions, and introduce hereditary wealth; then check the spirit of commerce by abolishing the banks, bringing all wealth back to consist in land and slaves; and then you will have it restored in two generations: but for how many generations it would last I cannot say. It is not wise in us, depend upon it, to sigh after that, which the equal division of estates among heirs cuts up by the roots. All the improvement now going on in the world tends inevitably to equalization, and he who looks at the whole ground will perceive at what cost we have bought a levelling democratic government. Some may be appalled at a philosophical consideration of its exclusive course. I speak most sincerely, when I declare it to be worth, in my mind, more than all which falls before it. I do not then join in this delusive regret; in the nineteenth century it is too late. I throw my eye on that basis, that residuum which we have chosen for ourselves. I think there is in the Virginia character of the present day a greater fitness for improvement and capacity for excellence, not only beyond what we once knew, but, my respect for other peoples does not forbid me to say, beyond that of any other nation. Let us but see our faults and apply the remedies, and she shall one day, not far distant, be more than she ever yet was imagined by her sons to be. Virginia is lower, none can deny, in the scale of the Union than she once was. I firmly believe that a better destiny is prepared for her than she has ever experienced, were there but sagacity enough among us to take advantage of all her capabilities. And I would

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even fix upon this event, the acknowledged and recognized decline of Virginia, however paradoxical it may seem, as an important circumstance promotive of the future greatness of the Commonwealth.....

Nor was it in the nature of things that they [great Virginians] should be produced, while the vanity of believing ourselves the greatest people on earth checked our exertions to attain or preserve real greatness, and while the very worst plan of education, that ever dulness invented to pamper vanity, prevailed, as it did from the revolution until about the year 1820. Is it not incredible that a youthful people, with almost none of her energies developed; her enterprise not yet shown in any one great public work, continuing on its undiminished utility to succeeding times; her love of learning not shown by any venerable seats of learning, founded and liberally patronized by her wealth; with not one poem, one history, one statue, one picture, one work of laborious learning to exhibit to the world in rivalry of the land of Tasso and of Raphael, or of Gibbon and of Chantrey—that this people should fold its arms to dream of its secure supremacy over all others, should voluntarily cut itself off from the fountains of rich learning by means of a bad system deliberately taken and persevered in for thirty years, and should by inertness and stagnation of public spirit draw on itself, in its early youth, signs of old age.

It has been to me always an interesting inquiry, how great was the extent of the means of education in Virginia before the revolution, and in what respect they differed from those of our own time.

Whoever in considering these parish schools of the colony as the only places of instruction, should estimate their fitness to give a mature education by the analogy of the mostly wretched grammar schools of the present day, and thence conclude that no valuable learning could have been imparted in them, is very far from truth. There has seldom been known a class of men whose characters presented so many varied qualities, such mingled subjects of censure and good-natured approbation, as did the clergy of Virginia before the revolution. They were nearly all Scotchmen, sent hither by that uneasy spirit of adventure, which was at that time conducting the internal commerce of all Europe by Scotch pedlars, and helping to render interminable the German wars, that labyrinth of history, by Scotch soldiers of fortune; a spirit which long made that nation notorious, until the fuller glory of New England thrift and enterprise rose on the world of *meum* and *tuum*, to rest forever in the ascendant. It may seem strange, that so few Englishmen were selected. Perhaps the pecuniary prospects of the Virginia parishes were not inviting enough to the colder and more inactive English; while to the craving of Scotch poverty, the inducement was irresistible. In some cases, perhaps, persons were frocked and sent over to us without any previous clerical education; but I apprehend that it was not often so.

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Too many of them, undoubtedly, without the impulse of pious purpose, and without the decency of religious profession, came among us to enjoy the comparative wealth which the law made their right; but the education of these men had been regular, and their learning was never despicable. Little would any one, who had noted the robustious horseman that was loudest in the view-halloo, and foremost in at the death of the fox; and who had joined the laughing chorus at the rare jest of the same person, the boon companion faithful to the end, the dear lover of the practical joke, and the skillful adept in the hieroglyphics of whist and picquet; little would he suspect that it was a clerical Nimrod, whom he had seen exulting in the worldly glories of the chase, and that it was the prince of good fellows, whom he would next see comely with band and cassock. But still less would he suspect, that the shelves of this incongruous being were stored with the rare treasures of good learning, and that the transactions of the world of letters were scarce less familiar to his mind than to the grave and austere, who make learning their occupation and their fame.

The instruction in the parish schools, cheifly in ancient learning, in Latin particularly, was little inferior to that in any part of the world at the time. When actually engaged with their pupils, the tutors showed a familiarity with their authors, and enthusiastic admiration of them, and a love of learning in general, which inspired all their pupils with an eagerness not immediately satisfied, and which became a permanent part of their character in after life. It may not be amiss to observe here, that though the scholarship of the clergy, as far as it consists in an intimate acquaintance with the spirit of the authors, was most thorough, yet their pronunciation, as it is even now in Scotland, was very wretched; a matter of no great moment in this connexion, seeing that the true classical enthusiasm was so much diffused by them.

In making an estimate of the condition of learning here before the revolution, I feel warranted in saying, that while the lower orders were scarcely at all instructed, the richer class were vastly better educated in proportion to the light and spirit of the age, than the present generation are, acknowledging a great advancement of society since in Europe. I might safely say this, even excluding from the estimate those who were sent abroad to be educated, who were not a few. Many are the relics that still lie scattered in the region where these latter men usually had their abode, seeming like the fossil remains of some long gone species.

While we may set down the education of those men, who were trained abroad, as equal to the best standard of foreign education; we may form a very exact estimate of the learning of those who were carefully educated wholly in the colony. The education which they received, was exactly the Scotch education of the period. Now Scotch education, in the three first quarters of the eighteenth century, consisted chiefly of

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Latin. Of Greek, there was but little taught in Scotland, and that, as it is now, rather superficially. The mathematics of the day were taught in Latin, as was almost all the science which was thought proper to be learned.

You perceive my drift, then, Mr. President, when I avow, that I believe education to have declined here, since the revolution. It has declined in the very vital part of learning, namely, classical knowledge: and to the decline in this point is attributable, in my mind, or with this is necessarily connected, a decline in general learning.....

The chief operative cause of a decline of letters in Virginia, has undoubtedly been the premature inclination of most of our young men for political life, absorbing their thoughts from an early age, tempting them by the ease with which political advancement to a certain stage is to be obtained, and making irksome the toil of acquiring any knowledge of which they do not see the immediate need. The consequence of all this is, that the education of our young politicians has been precisely this: just as much Latin as would enable them to read the newspapers; Greek enough to remember the alphabet for four or five years; the history of England for the last fifty years, embracing the parliamentary lives of Burke, Fox, and Pitt; and, in fact, a better knowledge of American politics than prevails anywhere in America. Nay, sir, this is not all. These geniuses usually learn a little law also.

It was, perhaps, as much an effect as a cause of the decline of learning, that the college of William and Mary abolished the study of the classics altogether. The truly diverting reasons are to be found in Mr. Jefferson's notes; and it is 3 Call's Report,* I think, wherein the Rev. Mr. Bracken was turned out to starve, according to law, and the poor humanities relegated to the grammar schools. The ludicrous phenomenon of a college, without the ancient languages, and the lamentable sight of the dust thick on the shelves of a noble library, for the honor of Virginia no longer exist.

And now, Mr. President, having pointed out these deficiencies and these much to be lamented inclinations, which none can well deny to exist in Virginia, I have no systematic plan to propose, nor any new remedy. I am waiting, with anxious expectation, for the fuller development of the effects of causes now in active, cheerful operation in Virginia. From these, I scarcely doubt that eminently good results will issue.....

But in fact and in seriousness, I will say thus much, and it will in a few words express the radical mischief of our system, according to my apprehension. As soon as the first ten years of our Union, under this constitution, were past, I would that it had been engraven over the door

*The charter of the college is vested in the case Bracken vs. The College, 3 Call 673, 1 Call 161; a case involving the power of the visitors to change the schools and put down professorships. *Code* 1849, p. 384.

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way of every college in America, that it is to be the error of America, that every one will think that the community needs some direct service from him; he will set out for public utility, and never once imagine that he is a part of that community and that there is no way for promoting the public good like that of self-improvement by individuals. [Address, September, 1827, *"The Prospects of Letters and Taste in Virginia,"* by J. Burton Harrison, before the Literary and Philosophical Society at Hampden-Sidney College.*]

**1829.** FEB. 25. ACT FOR ESTABLISHING DISTRICT FREE SCHOOLS.

Whenever the school commissioners of any county shall believe that the funds appropriated to the education of the poor children of their county, can be employed to advantage in the manner herein designated, it shall be lawful for them to cause their county to be divided into convenient districts, containing not less than three, nor more than seven miles square.....

Whenever the inhabitants of any one of the said districts shall, by voluntary contribution, have raised three-fifths of the amount necessary to build, either in the centre, or such other part of the district as may be agreed on with the school commissioners of their county, a good and sufficient schoolhouse, of wood, stone or brick, it shall and may be lawful for the said school commissioners to appropriate, out of the annual quota of their county, the remaining two-fifths of the amount requisite for said buildings: Provided, such appropriation shall in no case exceed ten per centum on said quota. And provided, the building erected, together with the ground on which it stands, not exceeding one acre, shall forever thereafter be vested in the president and directors of the literary fund, to be held for the exclusive use of the district in which it shall have been so erected.

It shall morever be lawful for the school commissioners of any county to appropriate out of the annual quota of their county, a sum not exceeding one hundred dollars, for the employment of a good and sufficient teacher for any schoolhouse vested in the president and directors of the literary fund, in the manner prescribed in the foregoing section: Provided, the inhabitants of said district shall raise by voluntary contribution, an equal or greater sum for the same purpose,† and shall select no teacher that shall not have been examined and accepted by such person

*In *The Harrisons of Skimino*. Privately printed. 1910. pp. 277-295.

† cf. Martin's *Gazetteer of Virginia*, Charlottesville, 1836, p. 77. "As the public bounty is confined to the offspring of indigent parents, a plan is now partially in operation, by which contributions may be received from individuals to establish schools free for all classes of pupils; and strong hope is entertained that the experiment will prove successful, notwithstanding the difficulties which arise from the mixed population of one portion of the State, and the scattered population and rugged surface of the other. Experience has already demonstrated the utility of even the existing system, and thousands who must have groped through life in the darkness of ignorance have had the cheering light of knowledge shed upon them by means of the primary schools."

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or persons as the school commissioners may have appointed for that purpose.

And provided also, that the said school shall be constituted into a free school, for the instruction, without fee or reward, of every free white child within said district, and be moreover subject to the control and direction of three trustees, two to be appointed by the annual contributors within the district, and one by the school commissioners for the county.....

**1831-1835.** THE INSTITUTE OF EDUCATION OF HAMPDEN SIDNEY COLLEGE.

1. Agreeably to previous notice a numerous meeting of gentlemen friendly to the interests of education, was held in the chapel of Hampden-Sidney College on the 29th of September, 1831, and after the usual preliminaries, and some time spent in consultation, they resolved themselves into a society to be called the Institute of Education of Hampden-Sidney College. A Committee was then appointed to prepare a Constitution for the Institute and to report at another meeting to be held on the day after the ensuing college commencement.

At that time, September the 27th, 1832, the committee reported a constitution which with a few verbal alterations, was adopted. The principal features in that constitution are exhibited in the following extracts:

Article 1. The object of this institute shall be, to collect and diffuse such information as will be calculated to improve the character of our common schools and other literary institutions.

Article 2. Any gentleman of good moral character, may be elected a member of the institute at any annual meeting thereof.

Article 3. Section 4. It shall be the duty of the Board of Directors to appoint gentlemen to deliver lectures at the annual meeting of the Institute, on such subjects connected with education as the board may assign them, and to collect information relating to the literary institutions of our country and to communicate it to the Institute in their annual report. (These documents are to be considered the property of the Institute, and it is made the duty of the Executive Committee to procure publication in some form of such portions of them as they think will be profitable and instructive to teachers and the community generally.)

J. P. Cushing, president; H. P. Goodrich, E. Root, and S. C. Anderson, vice-presidents; Albert L. Holladay, corresponding secretary; B. M. Smith, recording secretary; E. Ballentine, D. Comfort and S. Matthews, executive committee.

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On motion the institute adjourned to meet at the call of the Board of Directors.

J. P. CUSHING, *President.**

B. M. SMITH, *Recording Secretary.*†

The proceedings of the Board of Directors extracted from the minutes of the two meetings, one held January 13th, the other August 23, 1833.

The annual meeting of the institute was appointed to be held in the college chapel at 10 o'clock A. M., on Thursday, the 14th of September, next. The public exercises to take place in the Presbyterian Church, near the college, on the same day. The exercises will consist of the following address and lectures:

1. The annual address, by President Cushing.

2. A lecture on a Common School System for the Southern States, by Professor Goodrich.

3. A lecture on the Qualifications of Common School Teachers, by J. B. Tinsley, Esq., of Powhatan.

4. A lecture on Female Education.

(Owing to unavoidable circumstances a vacancy has occurred which has not yet certainly been filled.)

5. A lecture on the Practical Advantages of Studying Languages.

B. M. SMITH, *Recording Secretary.*

[*Richmond Enquirer*, Sept. 6, 1833.]

[2.] ADDRESS BY JAMES M. GARNETT.

Individually consulted, we cry out nearly to a man, "Let us educate our people!" But if called on for combined action, very few or none respond to the invitation. We have no common system—the result of general concert; no uniform plan, either as to the objects or modes, or courses of instruction; no generally established class books in the various studies pursued in our schools‡ and colleges; no particular qualifications made indispensable for teachers..... Politics, law, physic, absorb nearly all the talent of the State, while the vital business of instructing the

*Mr. Cushing, a native of New Hampshire and a graduate of Dartmouth College (1817), was President of Hampden-Sidney College 1821-1835. He was a Vice-President of the Virginia Historical Society at its first organization in 1831, and his address before that society in 1833 forms an excellent statement of intellectual conditions in Virginia at that time.

It is of interest to note the members from Virginia of the American Education Society before 1835: Rev. Adam Empie, D. D. (William and Mary College), Jonathan P. Cushing, John H. Rice, George A. Baxter (Washington College and Union Theological Seminary), William Maxwell (President, Hampden-Sidney College, 1838-1844), William S. Plumer, William J. Armstrong, B. M. Smith, agent.

† The Rev. B. M. Smith (for many years of the faculty of Union Theological Seminary at Hampden-Sidney) in 1841 drew up the report on Primary Schools for the Richmond Education Convention. The report was especially elaborate, recommending the district free school system [see Barnard's *American Journal of Education*, Vol. XVI, pp. 173ff]. Dr. Smith was the first Superintendent Schools of Prince Edward county. In his youth he had studied in Germany.

‡ "Schools of every grade have greatly multiplied of late years." *Southern Literary Messenger*, I, (1836), p. 726.

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rising generation, a business which requires minds of the very highest order and moral excellence to execute it properly, is generally left to be pursued by any who list—pursued far too often most reluctantly, as a mere stepping stone to some other profession, and to be abandoned as soon as possible for almost anything else that may turn up.....

Under these circumstances, the existence of which none can deny, where shall we seek an adequate remedy for evils of such magnitude: where turn our eyes but to well organized voluntary associations for the promotion of education? These would collect and combine the powers, the talents, the knowledge of a very large portion of all the individuals in our society best qualified to accomplish the object. They would create a general taste, an anxious desire for intellectual pursuits; they would elevate the profession of the teacher to that rank which its vast importance to human happiness renders essential to its success; and would assuredly extend their influence to the remotest limits of our community, far more rapidly than could any scheme of legislative creation.

To you, gentlemen, members of the Hampden-Sidney Institute, I believe Virginia is indebted for the first example of a voluntary association on a large scale to promote education. You have commenced the noble work. Your patriotic example will soon be followed in other parts of our beloved State; similar associations will be formed elsewhere, a similar spirit of benevolence will be awakened and exerted.

[*Address before the Institute of Education of Hampden-Sidney College* by James M. Garnett, Sept. 1834, in *Southern Literary Messenger*. I, 283ff.]

[3.] ADDRESS OF LUCIAN MINOR.

I am to offer you, and this large assembly, some thoughts upon education as a *means of preserving the Republican Institutions of our country*.....

If the anticipation of our revolutionary patriots were not all delusive dreams, and their blood fell not in vain to the ground, if man's general doom is not subjection, and the examples of his freedom are not mere deceitful glimmerings up of happiness above the fixed darkness which enwraps him, designed but to amuse his fancy and cheat his hopes; if there is a remedy for the diseases that poison the health of liberty, the reason—that remedy—can be found only in one short precept—ENLIGHTEN THE PEOPLE!

Nothing—I scruple not to avow—it has been my thought for years—nothing but my reliance on the efficacy of this precept, prevents my being at this instant a *Monarchist*. Did I not, with burning confidence, believe that the people can be enlightened, and that they may so escape

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the dangers which encompass them,* I should be for consigning them at once to the calm of hereditary monarchy. But this confidence makes me no monarchist, makes me, I trust, a true Whig.....

Sagacious men have not been wanting among us to see the radical defects of our primary school system; and in 1829 the late Mr. Fitzhugh of Fairfax [William H. Fitzhugh] stimulated the legislature to a feeble effort towards correcting them, by empowering the school commissioners of any county to lay it off into districts of not less than three nor more than seven miles square; and to pay out of the public fund two-fifths of the sum requisite for building a schoolhouse, and half a teacher's salary, for any one of those districts, whenever its inhabitants by voluntary subscription, should raise the residue necessary for these purposes; and the schools thus established were to be open gratuitously alike to rich and poor. But the *permissive* phraseology of this statute completely neutralized its effect.† It might have been foreseen, and it *was* foreseen, that empowering the commissioners to act, and leaving the rest to voluntary contribution, would be unavailing, where the workings of the school system had so long been regarded with apathy. The statute hase been acted upon, so far as I have learned, in but three counties of the State; remaining as to the other 107 a dead letter.....

Immense is the chasm to be filled, immeasurable the space to be traversed, between the present condition of mental culture in Virginia, and that which can be safely relied upon, to save her from the dangers that hem round a democracy, unsupported by popular knowledge and virtue. [*Address by Lucian Minor before the Institute of Education of Hampden-Sidney College,* Sept., 1835, in *So. Lit. Messenger*, II, 17ff ]‡

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* cf. *Southern Literary Messenger*, II, 88ff, Article on "Popular Education":

"Means for averting these ills (threatenings of civil war) are to be sought. Where shall we look for them except in the general diffusion of intelligence among the people. Spread knowledge among the people and their minds will be awakened to a due sense of the value of our free institutions. They will be quick to detect ambition, aiming under a false pretense of public utility at private aggrandizement."

† See editorial in Norfolk *Beacon*, quoted in Supplement *Southern Literary Messenger*, II, 138-139:

"Mr. Minor's address is a patriotic and practical production. The common school system of the State demands the public attention. No voter should let his representatives alone, until such a system shall have been established as will ensure to the child of every honest man in the Commonwealth a thorough elementary education. Mr. Minor quotes his statistics concerning Prussia from the Edinburgh Review, but he would have found a more full examination of the Prussian system in a late number of the Foreign Quarterly.

"We were pleased that Mr. Minor handsomely recognized the services of the late Mr. Fitzhugh of Fairfax in the cause of education. We well remember his speech on the occasion alluded to, and know that the seeming defect in his scheme alluded to by Mr. Minor was in truth the result of design. It was the main argument with which Mr. Fitzhugh met the opponents of his favorite scheme." [Doubtless written by Hugh Blair Grigsby.]

‡ "J. Madison, with his best respects to Mr. Minor, thanks him for his address on "Education," etc., before the Institute of Education of Hampden-Sidney College.

"He has read it with the pleasure that could not fail to be imparted by the interesting and impressive views it takes of a subject extremely important to our popular institutions.

Montpelier, Dec. 9th, 1835.

"To Mr. Lucian Minor,
"Orange Ct. House."

[Autograph letter of Madison owned by Professor J. B. Smith, of Hampden-Sidney College.]

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**1839.** RANDOLPH MACON COLLEGE NORMAL DEPARTMENT.

At a meeting of the Board of Trustees of Randloph-Macon College: On motion of J. Early (Bishop Early), *Resolved*, That as soon as practicable the trustees of Randolph-Macon College will establish a normal school as a department in the college, in which a good and liberal English education can be obtained, and which in its organization shall be especially fitted to educate common-school teachers, and that the professor of English literature be rector thereof. [*History of Randolph-Macon College*, in *Thomas Jefferson and the University of Virginia, etc.*, Washington, 1888. (Bureau of Education) p. 244.]

**1841.** ACTS OF ASSEMBLY.

March 8. *Be it enacted by the General Assembly*, That the president and directors of the literary fund be, and are hereby instructed to report to the next legislature, a school system best adapted, in their opinion, to secure the benefits of education to the people of this Commonwealth.

March 9. That the School Commissioners of any county or corporation, who have made, or shall make, an appropriation of the surplus revenue of the literary fund, accruing to such county or corporation, by virtue of the act passed March twenty-sixth, eighteen hundred and thirty-six, appropriating the said surplus revenue, or any portion thereof, to any college or colleges, academy or academies, whether for a specified period or without limitation of time, shall be, and are hereby empowered to withdraw such appropriation, or any part of the same, at the expiration of any fiscal year, when in their opinion the claims of other colleges or academies, or the exigencies of the poor, shall render it proper.

**1841.** SEPTEMBER. EDUCATION IN VIRGINIA.

It was not until after our second war with England that our present system, if system it can be called, was carried into operation. It is not my purpose at present, nor if indeed I were qualified at any time, to examine the details of that plan, but simply to point out some of the leading objections to its prominent features, and the nature of those efforts that ought to be, and must be, made for its improvement.

The first defect that must strike every observer, is the want of permanent schools and schoolhouses. The school commissioners are compelled to rely on voluntary associations of individuals for the selection of sites for houses, and for the erection of buildings themselves. Now, those enlightened philanthropists who, in other quarters, in Massachusetts for instance, have devoted years to the examination of this sub-

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ject, consider the situation of schoolhouses, and their interior arrangement, a matter of great importance to children who attend common schools. In their estimation, not only their health and comfort, but their taste or distaste for learning itself, may depend on those circumstances. So fully convinced is the able secretary of the Massachusetts Board of Education, of this truth, that he has made a separate and voluminous report on the situation, construction, ventilation, etc., of schoolhouses; and has brought to bear on the subject not only all his own science and observation, but those of all the enlightened gentlemen whom he had an opportunity of consulting. But in Virginia, no attention whatever has been paid to this matter, no public agent is consulted about the location of schoolhouses, and their very existence, as we all know, is dependent on the caprice of individuals.*

Another objection, and one inseparably connected with the preceding, is the fact that schools themselves are of as uncertain a character as the houses in which they are kept, and that there is no system, and little care in the selection of teachers. It may, and no doubt often does happen, that school commissioners are unable to find any suitable schools and instructors for the children entrusted to their management. In a particular neighborhood, there may be a teacher of competent knowledge and unexceptionable moral character, one year, and the next, he may be succeeded by one entirely deficient in both these particulars. This must be the case, as long as persons acting voluntarily, upon no system, and without any responsibility to the public, have the entire control of these arrangements.

It is a lamentable fact that men are usually more negligent in selecting the schools to which, and teachers to whom, they send their children, than in the transaction of any other business whatsoever. This is more especially the case in this free country, where men are constantly rising from poverty to wealth; and although sincerely anxious to have their offspring well educated, too often seek to cheapen instruction as well as every other article which they purchase, to the greatest possible degree. Even when this class of men are liberal, as to their honor they frequently are, they are totally incompetent to decide on the qualifications of teachers, the most convenient plans of schoolhouses, and other arrangements absolutely necessary to the establishment of valuable schools. If private interest and affection for their children cannot stimulate parents to proper exertion, or, if when they have sufficient energy, their efforts are often ill-directed, what can be expected of the unpaid and uninterested school commissioners, who are usually selected from the same

* The paragraph suggests another essay—one on Climate and Education.

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class, without previous qualifications, and without any motive but public spirit to ensure the performance of their troublesome duties.*

The remedy for this is, to make the selection of situations, the building of houses, the keeping up of schools, and above all the selection of teachers, a matter of public concern, superintended by paid officers. If, as in Massachusetts, the subject of schoolhouses and school management, could be studied by a man of talents, science and practical good sense, who would devote himself wholly to the task, would travel through the State, gathering all the valuable facts, imparting useful information, and kindling enthusiasm on the subject; if the existence of schools could be made to depend on legal obligation, and not on the uncertain foundation of individual choice; if the qualifications of teachers could be submitted to the examination of persons really competent, we might hope for a decided improvement in our schools.

Another vital objection to the plan heretofore pursued in Virginia is, that intermediate schools, the colleges and academies of the State, have received scarcely any aid, or even notice, from the government. Acts of incorporation indeed have been bestowed on hundreds of academies: but in too many instances they have verified the old common law maxim —that corporations have no souls.

In 1821, it was resolved by the Legislature, that, "When the annual income of the literary fund shall exceed $60,000, the surplus shall be given to such colleges, academies and intermediate schools, as the General Assembly may direct." In 1836, it was ascertained that the revenue of the literary fund did exceed $60,000. But the General Assembly, instead of carrying out its excellent resolution of 1821, by directing the ascertained surplus to be given immediately to the colleges, academies, and intermediate schools, gave it to the commissioners for primary schools, investing them, however, with the power of assigning all, or any portion of the surplus belonging to their respective counties, to the colleges and academies lying within the same.

The benefit bestowed on the academies by this enactment, may be inferred from the following fact, which fell within the writer's own observation. The principal of an academy, immediately after the passage of the law giving this discretionary power to the commissioners, sug-

* cf. R. L. Dabney, in *Southern Planter and Farmer*, January, 1879. (Also in *Dabney's Discussions*, IV, 279.)

"This system of our fathers had superiority in its principles, as great as in its practical workings. Of these, I will, in concluding, present two. One was, that the State government left to parents those powers and rights which are theirs by laws of God and nature, and which cannot be usurped by a just, free government: those of directing the rearing of their own children, and choosing its agents and methods. *Clusters of parents* were left to create schools, to elect teachers, to ordain the instruction and discipline. When the parents had used their prerogatives, then the State came in as a modest ally and assistant, and by providing for the teaching in those schools of such children as their helpless poverty made proper wards of the State's charity, helped on the work of education, and supplied that destitution which private charity did not reach. There was a system conformed to the good old doctrine of our fathers, that 'governments are the servants of the people.' . . . The other [superior principle] was, that our wise fathers, by this simple plan, resolved the otherwise insoluble difficulty about the religion of the schools. The State, which knows no church in preference to another, did not create schools; did not usurp that parental function, did not elect the teachers; did not ordain their discipline or religious character. Parents have the right to do all these things in the light of their own consciences and spiritual liberty, and the parents made the schools. No other solution will ever be found that is as good."

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gested to one of the trustees of the institutions under his management, the propriety of making an application in its behalf to the commissioners of the county within which it was situated. The principal, who of course expected from one of the guardians of his academy some manifestation of zeal for its welfare, was astonished to hear him make the following declaration: "If I were a school commissioner, I would not give one cent to an academy, at which the sons of the wealthy were educated."

In saying this, the lukewarm trustee merely expressed the sentiment of a vast number, perhaps a majority, of the school commissioners in Virginia. He was himself a man of wealth, and had been a member of the legislature. The best proof of the extent to which this opinion is entertained, is the fact that only about seventeen academies have received any benefit whatever from this indirect grant of the assembly.

I believe that it can be satisfactorily shown, that the middle class which frequent academies, has as just claims for pecuniary aid from the government, as any other in the community, and that academies are falsely considered as intended for the exclusive benefit of the rich and independent. It is clear that our government has done nothing substantial, except for the wealthy and paupers. I am not among those who would speak with envy or detraction of our University.....Academies and intermediate schools are essential to the rich, and to these, universities and higher seminaries, at which the rich would desire to complete their education. It is true that one who is rich and liberal may usually command able private instructors for his children. But he will find that scheme neither so convenient, nor so economical, nor so certain of success, as that of placing his children at some well-managed high-school in his vicinity. Unless schools of this sort are well conducted, no college nor university, can make thorough scholars. The professors of our university, as well as of our colleges, complain that they are compelled to admit students who have no acquaintance with the simplest elements of a liberal education.

But if the intermediate schools were under the control of the State, partly endowed by the State, the selection of teachers made by competent persons appointed for the purpose, we might hope for a decided improvement in the preparation of young men seeking higher institutions.* [George E. Dabney, Professor at Washington College, Va., in *Southern Literary Messenger*, VII. 631ff.]

* "In 1841, Dr. Henry Ruffner, President of Washington College, submitted to the Legislature a plan of public instruction very similar to our present system. The year following General F. H. Smith, of the Virginia Military Institute, offered a plan for a public school system." *Report of Dr. William H. Ruffner, Superintendent of Public Education, Virginia*, 1876, pp. 14-15.

Thomas Ritchie, editor of the *Richmond Enquirer*, interested himself in the movements of 1840-1845. During the session of the General Assembly, 1840-1841, he caused his own duplicate of the library then in use by some of the public schools of New York to be placed in the Capitol at Richmond, where it could be seen daily. His address before the educational convention in 1841 at Richmond, one of the few public addresses delivered by him, was emphatic, citing the Prussian example.

Wm. H. Ruffner, *The Public Free School System*, 1876, p. 42, and Ambler's *Life of Thomas Ritchie*, Richmond, 1913, p. 220.

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**1842.** THE VIRGINIA MILITARY INSTITUTE A NORMAL SCHOOL BY LAW.[4]

Every cadet, who since the eighth day of March, eighteen hundred and forty-two, has been, or hereafter shall be received on State account, and shall have remained in the institution during the period of two years or more, shall act in the capacity of teacher in some school within this State for two years after leaving the institution, unless excused by the board of visitors; but this section shall not be construed so as to deprive any cadet of any of the compensation which he may be able to obtain for teaching. [*Code* 1849, p. 176.]

**1843.** MESSAGE OF GOVERNOR M'DOWELL.

Having brought to the notice of the last legislature the subject of general education and of free schools, and recommended it to a consideration it did not receive, I should be faithless to one of my clearest and most honourable duties if I did not present it again, and again invoke for it the care, the thought and the legislation to which it is entitled. Weighty as this subject confessedly is, and connected, as every one feels it to be, and knows it to be, with the safe, just and enlightened action of popular government, and with all the pursuits of rational and civilized man, and consecrated too, as it has long been, by an inviolate provision of one of our permanent laws, it is nevertheless sadly neglected in our public counsels, and year after year is thrust aside as if it had no admitted place amongst real wants and practical things. It would seem as if the very provision which was made for its support years ago by doing something, had thereby intercepted the larger and more beneficient provision which is necessary to support and to nourish it aright. Satisfied, as it would appear, that something had been done, the higher and bolder duty of doing more and more until nothing should remain to be done, has long been pretermitted, and successive legislatures have handed down the existing plan and provision of the law under painful and accumulating proofs of their ruinous insufficiency. When it is considered that this plan of common education has been near thirty years in existence—that its whole machinery has become perfectly familiar to those who administer it, and whose duties of administration are enforced by penalties—

[4] "The examination of the cadets of the Virginia Military Institute before the General Assembly in the winter of 1841-42 brought to the attention of some members of the Legislature the character of the examination conducted at that time by two cadet assistant professors, and prompted the introduction of [this] bill."

*Report of General F. H. Smith, Superintendent Virginia Military Institute*, 1886, p. 10:

"The military school at Lexington is not only entitled in every point of view to the literary rank and popular confidence which it has so successfully acquired, but is so firmly established that it may easily be made to conduct its operations upon any larger scale which the munificence of the Legislature may direct, or the public demand for its peculiar plans of discipline and instruction require. It is rapidly becoming a nursery of valuable teachers whose services are eagerly sought for, and upon this ground, independently of every other, is well worthy of having its powers of usefulness extended."

[Message of Governor McDowell, December 4, 1843, p. 16.]

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that its minor defects have been corrected as perceived—that material alterations of structure have been introduced, and that every efficiency of which it is capable has been given to it by its controlling head, whose system, vigilance and fidelity, which make him an honor to the government, have been so long and so laboriously devoted to the perfection of this scheme:* when this is considered, and it is considered also that there is one in every twelve of our grown-up white population who can neither read nor write; that out of fifty-one thousand poor children for whom this scheme is designed, only twenty-eight thousand have been taught anything at all, and that these have been taught an average period of but sixty days during the past year; when these things are considered, will it be said that the result is satisfactory? That it demonstrates a condition in this branch of public interest, and in the means appropriated to sustain it, with which the legislature and the country ought to be contented? If sixty days tuition to one-half of the "indigent" children of the State is the grand result which our present system is able to accomplish after so many years of persevering efforts to enlarge and perfect its capacities, it is little more than a costly and delusive nullity which ought to be abolished, and another and better one established in its place. Supposing it entirely improbable that the legislature, partaking in all respects in the hopes and interests of the public, will regard it as a duty to continue a system which operates in such manifest subversion of both, they are earnestly invoked to enter at once upon the work of preparing a better, and of preparing it with the ultimate and comprehensive purpose of extending the rudiments of a cheap, if not free education to every child in the State. With the hope of aiding them in this object, I respectfully submit to their consideration, whether it is not possible to obtain it by constructing a system upon the basis of our joint stock incorporations? The principle of these incorporations has already been adopted to some extent in the establishment of our district schools, and there is no reason whatsoever, either speculative or practical, why it may not just as well be applied to the support of schools generally as to the support of any other purpose of public concern. No other purpose brings public and private interests into a more absolute union with each other than that of primary education; or could better justify, on that ground, a union of their means for its support. In all ordinary cases of joint stock associations, individuals are the partners of the State, and to them the larger interest and of course the controlling power is assigned. In this case it is suggested that counties should take the place of individuals, and that the will of these counties in all the material points of the partnership relation should be declared by the persons residing in them who are tax payers to the revenues of the State. Let these persons determine by general vote, whether they will agree to any joint stock co-operation with

* James Brown, Jr., was second auditor and Superintendent of the Literary Fund from 1823 to 1852.

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the State for such a purpose, and after agreeing, let it be their right to prolong or to discontinue the arrangement at their pleasure. Let the State on its part, and in the first place, determine upon the sum which it is willing upon this plan to appropriate annually for common education: let it fix the fractional share of two-fifths, or any other which it is willing to give, and allot the whole to the counties, respectively, according to their white population. When this is done, let the county tax payers of the State revenue decide, under authority of law for that purpose, whether they will unite with the State upon the terms, and for the objects proposed, and will agree to raise by a separate tax upon themselves their share of the funds required. Should all or any of the counties agree to do so, authority should be given for the election by general vote, or for the appointment in some other form, of several persons who with others appointed on behalf of the State, should constitute a local directory, with full power to take charge of the joint funds, and carry into effect, under the supervision of some general board or superintenedent, the whole plan and object for which these funds were intended. To the counties who decline this plan of co-operation, the quota of the literary fund now allotted to them should be continued as usual.

With these general elements, it is believed that a system upon this subject can be formed which will be far more acceptable and more comprehensive than the existing one, and formed under internal checks which will effectually protect it against harshness, abuse and want of local adaptation. By associating the people of the several counties, as it is proposed to do, responsibly and intimately with the government in the support and administration of their own schools, not only will the general subject of education be kept alive at its proper and fountain head, but the actual education of every one, resting no longer upon the footing of a parental duty alone, will come to be claimed and contended for as a legal right. Should the legislature regard the plan suggested as worthy of any attempt on its part to elaborate it into a system, a principal recommendation of it is the ease with which it can be converted into one for free education; and it is earnestly hoped that whatever the scale on which it may be thought best to begin, that nothing less wise, patriotic and perfect than this will be thought of for its final and crowning result.

**1845.** AUGUST. THE RICHMOND MEETING.

How delightful it is, to witness the lively interest in the great cause of Education, that now seems to be spreading throughout our country! It is cheering to the heart of the patriot and philanthropist, to find such a rising ascendancy of the moral over the physical—of the general good over the promotion of party.

We do believe, that the auspicious period, for accomplishing great public good, has arrived—to Virginia at least. It should not be lost.

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Though the efforts hitherto made may not have effected all that was hoped, or expected, yet none of them should have been dispensed with; for whatever may be achieved now, will be found to have sprung, in a great degree, from the exertions hitherto put forth.

For a long time, it has been our wish and intention, to procure and publish in the *Messenger*, a series of PAPERS, UPON THE STATE OF EDUCATION, AND THE PROVISION MADE FOR IT, IN EACH OF THE SOUTHERN AND WESTERN STATES.

Not that we would confine the *Messenger* to imparting information respecting these States alone; but because education in them most needs the benefits of such enquiries; and much would necessarily be said, collaterally, of the noble examples and brilliant success of our Northern brethren.

We have already communicated the above plan to some of our correspondents, and we here propose it to the prominent friends of popular education, in each Southern and Western State.....We are confident, that by no one effort, could any one individual so greatly promote the highest and dearest interests of the State, or his own reputation, as by devoting himself to a memoir upon education, addressed to the lawgivers of the State. How far does the fame of a mere politician fall below that of Horace Mann, of Massachusetts, or Henry Barnard, of Connecticut.....

We have already spoken of the Education movement now going on in Virginia. Without any apology, we proceed to lay our proceedings before all our readers. From the proceedings of the meeting in Richmond, it will be seen, that our talented and public spirited governor was called to the chair. [Gov. James McDowell; meeting held August 28, 1845.] On taking it, with that ready eloquence for which he is distinguished, he made a brief, but animating address, which must have stirred the spirits of all who heard him. One prominent point in his remarks, was the connection and dependence between education and internal improvement. The want of improvements causes our citizens to migrate, and destroys the inducement for settlers to come among us: whilst those who do remain, are so far apart as to prevent union, concert and support, in any system of primary education.....

Still it was rather grating, to hear our dear old mother spoken of as "following in the wake of the world;" and her children styled "The steerage passengers of mankind!" To this we cannot assent, though we cannot conceive of stronger incentives than every Virginian has, to labor for the regeneration and advancement of his beloved State.

The Standing Committee have adopted and issued the following:

ADDRESS TO THE PEOPLE OF VIRGINIA.

"The citizens of Richmond, in primary assembly, have appointed us a committee to promote, as far as we can, the cause of education in Virginia.

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"We propose to urge upon every friend of literature in the State, to lend the influence of his name, to give a portion of his time, to devote the energies of his mind, and to raise his animating voice in behalf of a cause so noble, so worthy of every exertion. We would speak, if we could, in tones that would arouse the most apathetic to action....We would impress upon all, that this is no ordinary subject to be thought of once, and then idly cast aside, but one upon which depend the destinies of Virginia.....

"We are deeply impressed, fellow-citizens, with the difficulties with which we are surrounded. We know that our territory is extensive, that much of it is mountainous and rugged, our population, in many parts of the State, is widely scattered; that our estates are large, our streams unbridged, our roads bad—and, perhaps what is worse than all, the funds at the disposal of the State are inadequate. The greater the difficulties, the greater the triumph, if we overcome them—the greater the necessity for deliberation and for concert of action.

"The meeting, of which we are the organs, have recommended that a convention of the wise and the good, from every part of the State, should be assembled to take this subject into consideration.* We invoke the aid of every intelligent mind to urge upon the people, the importance of appointing delegates to that convention; to aid, too, in rousing the legislature to a full contemplation of our wants, and to the adoption of some system worthy of Virginia.....Let the people manifest to the legislature that they are in earnest, and the legislature will be in earnest too. Then we shall have actions, instead of words."

George W. Munford,
Wm. H. MacFarland,
Tho.'s Nelson, M. D.,
Charles F. Osborne,
Peter V. Daniel, Jr.,
Henry L. Brooke,
R. T. Daniel,
James E. Heath,
Thomas H. Ellis,
Benj. B. Minor,
Gustavus A. Myers,
Richard B. Gooch,
J. A. Cowardin.

[*Southern Literary Messenger*, 1845, 603-607.]

*This convention was held at Richmond December 10-15, 1845. Forty-seven counties, east and west, and four corporations were represented. The convention adopted a memorial signed by Andrew Stevenson, James McDowell, William Nelson, P. V. Daniel, Jr., John Mumford, S. M. Janney, William S. Plumer, Asa Rogers, R. B. Gooch, and John S. Gallagher. James McDowell was president of the convention. Angus McDonald and Judge P. V. Daniel submitted projects for a system of education, Judge Daniel's plan providing for a State superintendent of education, to be elected every three years by the Legislature. The plan adopted by the convention was very similar to that laid down in the bill of 1846, no mention being made of a general superintendent. See Memorial in *Journal and Documents*, 1845-6, Doc. No. 16.

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**1845.** DECEMBER 2. MESSAGE OF GOVERNOR M'DOWELL.

It is obviously important that the legislature should settle definitely upon the ground on which this subject is to be treated—whether as a private affair or as a State affair. If in its judgment it should be left, like the acquirement of property, to every man's separate exertions—those to receive much who have the means to procure it with, and those nothing, who are without the means, and it determines in consequence to add nothing to the provision already allowed for its benefit—if this is its judgment, it is highly proper that it should be made known, that the necessary steps might be taken by the people themselves, either to reverse it or carry it into effect. If on the other hand, the sounder judgment is entertained, that education is a public as well as a private concern; that unlike the acquirement of property, which can be pursued by each one for himself, without dependence upon others, its only permanent success depends upon the effectiveness of the co-operation with which it is conducted, and this co-operation can be more fitly settled by public authority than by casual and voluntary arrangement, and further, that education is too sacred an element in the well-being and safety of a State governed like ours, to be left to the hazards of unorganized, individual combination—if this is its opinion, it follows that the public aid which it recognizes as a legitimate aid in the case, should be extended to every grade of education and every description of learner..... Once establish education upon this basis of public liberality and justice, and watch over and develop it afterwards in the fostering and determined spirit which esteems nothing to be done whilst anything remains to do, and Virginia will soon throw from her soil the reproach and the pain of rearing upon it a body of children, outnumbering the revolutionary soldiers who gave us the power to rear them as we please, and to whom, from year to year, not a moment of instruction is afforded by the State, nor afforded at all.

If the legislature can agree upon the preliminary principle that education is a State duty, or State trust, which ought to be provided for by law, it can have no difficulty in determining upon the point to which its fiduciary labours should be chiefly directed. A single glance at the statistics of the subject will show that the greatest want which we suffer is that of common education. The number of pupils at the university, colleges, academies, classical, and grammar schools of this State, being something less than two per cent. on our whole population, is greater nevertheless than is found in any of the States except those of New England, and is less than it is there by only an inconsiderable fraction....

I have submitted in former messages what seemed to me the germ of a suitable plan for the accomplishment of this work, and respectfully

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refer to it now as capable, in my judgment, of being successfully matured and applied. That plan was generally, to establish in each county, with the consent of a majority of its tax payers, free schools, for common education. To rely for the support of these schools upon the quotas of the present school fund, and upon such additional sum as might be found necessary, to be made up of county and State taxes united in given proportions. To place the schools, wherever adopted by county vote, and all matters connected with their location, accounts, and management, under country tribunals, and these in turn under the general supervision of some central and controlling head—and to authorize each county to renounce the plan, after adopting it, should it wish to do so, and in all cases, whether the plan is accepted, rejected, or renounced, to continue the school quota to each county, just as at present.

Without illustrating this plain by additional detail, it is perhaps enough to say of it, that by placing its adoption in each county upon the express consent of its own tax-payers, you appeal to those who are most concerned in interest, and most identified with each other in intercourse and business, to decide whether it will suit them or not; you enable each county, in case of its adoption, to modify and improve it according to its judgment and its own view of its local circumstances and wants; you connect every citizen, in some degree, with the management, make every tax-payer a sentinal upon its operation, and thus secure its ultimate efficiency and support, by surrounding it with the largest possible amount of watchfulness, interest, and affection. Nor is this all—by supporting these schools upon a general fund, making them free from any charge for tuition, you at once destroy those designations of indigence and charity, which have kept so many thousands in ignorance.*

**1846.** A SYSTEM OF PUBLIC EDUCATION.

[1.] *Of Schools for Indigent Children.*

Court of every county or corporation to lay off the same into districts. Such court also to appoint one person in each district as school commissioner. Said school commissioners to be a corporation under the style of "*The board of school commissioners for the county* (or corporation)."

Board to elect a superintendent of schools for such county or corporation who shall be also clerk and treasurer of the board. Each superintendent of schools to give bond in such penalty as the court shall approve, not being less than two thousand dollars. Upon the certificate

*A relation of Governor McDowell, born in the year 1830, has made this statement to the compiler: "My father was for a number of years a school commissioner of Prince Edward county. By the old system, any teacher in the county would take into his school pupils recommended and paid for by a commissioner. My father investigated every case carefully." The formalities, therefore, for the admission of children to the schools, as public wards, were similar to those adopted now for State students at the several "State schools."

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of the said board that he has performed all the duties required of him by law, he shall receive a compensation of five *per centum* on the money belonging to the school fund lawfully disbursed by him.

If income of the school fund is more than sufficient for the education of the poor children in the county or corporation, surplus may be transferred to any incorporated college or academy in operation in such county or corporation. [*Code* 1849, Chap. LXXXI.]

[2.] *Of Free Schools.*

1. The council of any city or town, having a corporation court, may adopt the free-school system provided for in this chapter.

2. On the petition of one-fourth of such of the white male citizens aged twenty-one years, resident in any county without the limits of any such city or town, as may be entitled to vote in the election of a delegate from such county, or shall have been assessed with a part of the county levy within the preceding year, and actually paid the same, the court of the said county shall order a vote to be taken *for* or *against* the said free-school system.*

4. If two-thirds of the votes be in favor of adopting the free school system, the said court shall have the fact entered on the minutes of their proceedings, and order a copy of such entry to be delivered to the existing board of school commissioners of such county.

*System Proposed by Jefferson, 1817.*

Judge of the Superior Court to appoint three Visitors of the primary schools of the country. These Visitors to divide the county into wards. All free white male citizens of age in each ward to meet (the Visitors also attending) and to decide, by a majority of their votes, upon the location of a school house and of a dwelling house for the teacher.

* Letter of Thomas Jefferson to Joseph C. Cabell, Feb. 2, 1816: [*Early History of the University of Virginia*, pp. 54-55.]

"If it is believed that these elementary schools will be better managed by the Governor and Council, the Commissioners of the Literary Fund, or any other general authority of the Government, than by the parents within each ward, it is a belief against all experience. Try the principle one step further, and amend the bill so as to commit to the Governor and Council the management of all our farms, our mills, and merchants' stores. No, my friend, the way to have good and safe government, is not to trust it all to one; but to divide it among the many, distributing to every one exactly the functions he is competent to * * * How powerfully did we feel the energy of this organization in the case of the Embargo? I felt the foundations of the Government shaken under my feet by the New England township."

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5. The said board shall cause the county to be laid off into districts, which shall each have a sufficient number of children of the proper age for a school, and be of such size that all the children in the district may daily attend the school therein.

6. As soon as may be after a county is so laid off into districts, and annually afterwards, an election shall be held in each district for a commissioner.

8. As early as possible after their first election, the said commissioners shall meet at the courthouse of their county, or corporation, and from the time that a majority of them shall so meet, they shall be a corporation under the name of *"The board of school commissioners for the county* (or corporation) *of* ." and be the successors of the board of school commissioners previously existing in said county or corporation.

11. The said board shall establish a school in each district, in which shall be taught reading, writing, arithmetic, English grammar, and geography, and, when it is practicable, history, the elements of physical science, and such other branches of learning as the said board may require.

12. Any white child, between the ages of six and twenty-one, resident in a district, may attend and be instructed in the school thereof.

The citizens of the ward shall also elect, "by a plurality of their votes, a Warden resident, who shall direct and superintend the said buildings, and be charged with their future care * * * All ward meetings shall be at their school house.

Visitors to seek and employ for every ward a person of good moral character, qualified to teach reading, writing, numeral arithmetic, and the elements of geography, whose subsistence shall be furnished by the residents and proprietors of the ward, either in money or in kind. The teacher shall also have the use of the house and accommodations provided for him, and shall moreover receive annually such standing wages as the Visitors shall have determined, to be apportioned on the residents and proprietors of the ward.

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14. Upon every county or corporation, for which there is a board of school commissioners under this chapter, there shall be annually assessed such sum as the said board shall deem necessary, in addition to their other funds, for the free school system therein.

19. Every commissioner appointed under this chapter shall visit the school in his district at least once in each month, examine the register of the teacher, the condition of the school house and other matters touching the mode of teaching and the discipline therein. He may suspend or expel any pupil of incorrigibly bad habits or guilty of gross misconduct.

20. He shall be allowed for his services a sum not exceeding ten dollars, to be fixed by the board, and be reimbursed, on its order, his necessary expenses while attending its meetings.

21. A superintendent of schools, for every county or corporation which adopts the system of schools provided for in this chapter, shall be appointed by the board.

28. In any county which has heretofore adopted, or which shall hereafter adopt, the district free school system, if at any time one-fourth of such of the white male citizens, as are described in the second section of this chapter, shall petition for the abolition of said system, the court of the county shall order a vote to be taken *for* and *against* the abolition of

At this school shall be received and instructed gratis every infant in the ward, of competent age, who has not already had three years' schooling. No person, *compos mentis*, to be a citizen of the Commonwealth, until he or she can read readily in some tongue native or acquired.

Some one of the Visitors, once in every year at least, shall visit the school, shall enquire into the proceedings and practices thereat, shall examine the progress of the pupils, and give to those who excel in reading, in writing, in arithmetic, or in geography, such honorary marks and testimonies of approbation as may encourage and excite to industry and emulation.

The said teachers shall, in all things relating to the education and government of their pupils, be under the direction and control of the Visitors. [*Early History of the University of Virginia*, pp. 413-417.]

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the said free-school system..... If a majority of the votes be in favor of abolishing the said free-school system, the court shall have the fact entered on their minutes, and thereupon the said district free-school system shall from and after the first day of October next ensuing, be abolished in the said county, and the primary school system shall be in full force and effect therein as it stood before the adoption of the free school system.* [*Code* 1849, Chap. LXXXII.]

### [3.] *Of Colleges and Academies.*

The visitors, trustees, or other body having the government of any college or academy established in this State, shall annually before the first day of November, make a report to the second auditor, showing the condition of such college or academy, the state of its funds, the amount of its revenue, and the sources whence derived, its accommodations for, and the number of its teachers and pupils, its fees of tuition, and the branches of learning taught in the institution.

If no such report is made from any college or academy, which receives any portion of the revenues of the literary fund, or to which any loan has been made out of the said fund, the second auditor shall withhold (until the report is made) the payment of such portion of the literary fund, or proceed to enforce payment of the said loan. [*Code* 1849, p. 383.]

* Besides those few counties in which free schools had been established under the Act of 1829, Albemarle county and Norfolk county had been authorized by special acts, Feb. 19th and Feb. 17th, 1845, to set up free schools. The act establishing free schools in Albemarle county was very elaborate [pp. 19-30, Acts of Assembly, 1844-45], and similar in many respects to the general act of 1846. A superintendent of schools, to be president of the Board of School Commissioners (and with many other duties), was provided for; no tax was to be raised in the several districts unless ratified by the voters, but adverse vote was not to deprive the district of its quota of the Literary Fund. In short, this act of 1845, for Albemarle county, was the norm for the general act of 1846, which gave the counties as units the same privilege which had been allowed the several districts of Albemarle county.

A special school fund had been available since 1841 in Albemarle county, under the will of Martin Dawson, of that county [Acts of Assembly, 1840-41, p. 52ff].

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**1847.** ADDRESS BEFORE VIRGINIA HISTORICAL SOCIETY.

We cannot but be painfully sensible of the fact that Virginia no longer holds the proud precedency, not in numbers merely, but in consideration and influence, which she once possessed among the Confederated States of the Union. Why is this so? Are not her extraordinary physical advantages the same? Are not our people the same? There is nothing of great achievement, in peace or war, of which such a race is not capable, when its energies are properly impelled and directed. The spirit of the age summons us to progress; and our own self-respect, with the proud annals of our State unrolled before our eyes, can never permit us to take willingly the rear of our contemporaries.*

In invoking a noble State ambition on behalf of our ancient Commonwealth, I am far from wishing to encourage any feeling of an anti-national character, which could cause us to regard, with either indifference or alienation, the common concerns of our glorious confederacy. It is for the sake of the Union, as well as for her own sake, that I would wish now to see her arouse her faculties in the vigorous prosecution of State interests, and in the development of all her domestic resources whether of mind or matter. Let her, by a wise and well-considered system of public policy, in which the means shall be proportioned to the end, and the end to the means, push her railroads, her schools, her work-shops, her factories, public-spirited improvements of every kind, into the various quarters of the Commonwealth. The more strength and power she acquires at home, the more, undoubtedly, will she exert abroad.

Investigations of the diversified natural resources of the State, modern improvements in the arts and the applications of science to the practical pursuits of life, educational reforms, ameliorations in the social economy, everything, in short, which an active and inquisitive spirit, stimulated by patriotism and enlightened by knowledge, can draw from the history of the past or the present to minister to the future advancement and renown of our State, falls within the legitimate scope of this society. [President's address before Virginia Historical Society, December 16, 1847, by the Hon. William C. Rives, in *Virginia Historical Register*, I, pp. 4-8.]

**1850.** ADDRESS BY JOHN R. THOMPSON, Editor of the *Southern Literary Messenger*.

Virginia, the *mater magna virum*, has declined steadily in influence and standing, from her neglect to provide adequate means for diffusing knowledge among her citizens. . . .

*cf. *History of Virginia*, by Robert R. Howison, Richmond, 1848, II, 511. "Great learning may not be essential, but in the present century, to read and write, and use figures intelligently, are qualifications without which the great body of any people will find it difficult to perform their positive duties. An uncultivated mind will be lethargic and inefficient in its movements; polish it by education, and you immediately give it activity and power. Adopting these views, it is with pain we are compelled to speak of the horrible cloud of ignorance that rests upon Virginia."

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From a recent editorial of the London *Times,* embracing some judicious remarks upon an educational movement of Mr. W. J. Fox, in the House of Commons, I take the following passage in allusion to the State of general information among the people of England—which presents a parallel too painfully obvious with the same class in the Old Dominion:

"There can at least," says the *Times,* "be no harm in ascertaining, in bringing to light, and in recognizing the facts of the case. Whatever our opinion, at all events let us get at the facts. We speak not as politicians, philosophers or religionists, much less as partisans, when we record our sorrowful experience that the laboring classes of this country are more ignorant than it would be decent or even possible to say."*

I know no more painful reading, in the whole range of documentary publication, to an educated Virginian, than the [last] report of the Second Auditor on the State of the literary fund, with the accompanying proceedings of the school commissioners throughout the Commonwealth. The cold indifference of some—the neglect of others—the alternations of hope and despondency, and the struggling aspirations after a better system than as yet obtains, with those who think and feel in the matter—and the almost unanimous expression, in the written reports, of a sad sense of the gloomy and abiding present, make up a story of the most melancholy character. "The question will present itself to every man," writes the county superintendent of the county of Smyth, "Can nothing be done to remedy this great, this crying evil, which is increasing every year? And unless something is speedily done to remove it, and to shed light upon so many minds now in darkness, it will be impossible to conjecture to what it will lead. Can any be willing to trust their rights, their liberties and their lives, to such hands?" "While other States are becoming powerful by the liberal support they give to public education," says the county superintendent of the county of Marion, "Virginia is growing impotent in everything that pertains to national greatness. Develop the intellect of the children of the rising generation, and they will develop all the natural resources of the State. In short, it is useless to try to conceal the miserable rickety system of public education in this Commonwealth by flaming reports and abstracts of its condition." We need add nothing to what has already been submitted to justify us in saying of our poor, benighted Old Dominion, in connection with the sombre outline of the London journalist, "*Mutato nomine de te fabula narratur.*"

* "Much has been said and many desponding expressions used in reference to the degeneracy of Virginia, and the amount of ignorance among her population. And if we believe the assertions of some, all that is wanted to make every man, woman and child in the State learned, wise, and happy, is to build up schoolhouses everywhere, and teach every one to read, write and cipher. Such a plan we consider impracticable in our thinly settled country, impossible to carry out unless attendance is made compulsory by law, improper and tyrannical if such forced attendance is required, and inefficient to accomplish good, proportioned to the expense and trouble necessary. It might produce a herd of spelling-book philosophers and primmer literati, but could hardly afford even the means of a good education, in the right sense of that term. For the least part of education is that acquired in the walls of a schoolhouse." [Dr. John P. Little, *History of Richmond,* 1851, p. 86.]

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A convention is soon to assemble to retouch and modify the Constitution under which we live.* Without presuming to inquire into the counsels by which the deliberations of that body shall be guided, it is not too much to assume that great changes will be made in the right of suffrage; that this inestimable privilege of a freeman, indeed, will be universally extended without regard to property qualification. Now if a change of such magnitude as this is to be made, should we not look well to its consequences, and see to it that those upon whom this privilege is to be bestowed are well qualified to use it to advantage? If we cast pearls to swine, we may expect that they will turn again and rend us. . . . If it require all our energies in all time to come, to teach the people the rudiments of knowledge, and progress in the arts be incompatible with universal education, then I say, be it so.

It may be urged, it is true, in mitigation of our negligence that there have ever been in Virginia serious and peculiar obstacles to the universal diffusion of knowledge. They, whose efforts have been directed to the establishment of a general plan for the State, have been met *in limine* with these obstacles, which are well summed up by another as consisting in "the irregular density of population, the variety of social pursuits in different sections of the State, and the existence of that anomalous institution under which *population* taxed as *property* may not participate as *persons* in the advantage of the system of education established; the slave excluding the scholar, and the owner being required to pay a tax upon the very subject which deprives him often of the opportunity of enjoying the results of his own contribution." [Wm. M. Burwell, *Address before the Society of Alumni, University of Virginia.*]

Looking at these difficulties in the way of educational reform, it may, perhaps, be expected of me that I should give a practical direction to this inquiry by suggesting some mode of removing them. . . . But I leave to abler men such duties as these, content with merely exhibiting to you the actual condition of affairs without any speculations whatever. The time is not far distant, I trust, when other friends of education,

* "The subject of creating an educational system in the State, with a Department of Public Instruction, was debated in the Convention of 1850-51, but no provision was made for such a system by this Constitution." Pulliam, *Constitutional Conventions of Virginia*, Richmond, 1901, p. 98.

Henry A. Wise, the reform leader, remarked in this Convention: "The thunder and lightning of reform must strike through the waters of this Commonwealth to purify them and relieve them from their stagnant green scum." Henry A. Wise had spoken out earlier. His famous address (regarding universal education) to his constituents in Accomac county on retiring from his congressional career in 1844, "was conspicuous for its almost prophetic outlook into the future." cf. A. D. Mayo, *Education in Southwestern Virginia*, p. 889, Education Report, 1890-91.

Dr. Mayo reprinted this speech in full in Education Report 1899-1900, Vol I, pp. 397-403.

Mr. Thompson, in his address of the year 1850, begins by citing the *London Times*. It is of interest to note the parallels in the recent educational history of England, France and Virginia—British Education Acts of 1833 and 1870; French Education Laws of 1792-96, 1833, and 1871; Virginia Statutes of 1796, 1829, and 1870. In the preface to his *Higher Schools and Universities in Germany*, 1868, Matthew Arnold remarked: "England, in spite of what patriotic people say, I must take leave to regard, in educational matters, as a newly-awakened sinner."

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such men as Garnett, and Fitzhugh, and Campbell,* who have passed away, will rise up to wipe out this bar sinister from our escutcheon.

There is, however, one branch of the subject to which I will make a passing reference, as perhaps the most important in any system of education. I mean the provision of competent teachers for the management of the established schools. With reform in this matter might be judiciously combined an extension of the system of Normal Schools, of which we have seen the auspicious results in the happy operation of the experiment recently commenced at the University and before tried successfully at the Military Institute at this place, an establishment firmly seated in the affections of the people of Virginia. The College of Emory and Henry presents another instance of the wise adoption of this plan of educating teachers,† which might well be made a part of the system of instruction at every collegiate institution asking State aid. Let each college receive a moderate annuity, to be repaid by the gratuitous board and

*Governor Campbell (1837-40) had shown an interest in education; Dr. Samuel L. Campbell, of Rockbridge county, had written articles on the subject for the *Literary Messenger;* but the reference must be to Alexander Campbell, the founder of Bethany College, a man of genius and great abilities. Dr. Campbell was thoroughly convinced on most subjects, and was intolerant of what he considered the injustice done western Virginia by the "opulent east." Benjamin Watkins Leigh had remarked in the convention of 1829: "This talk of the lowland aristocracy—the landed aristocracy—the aristocracy of wealth—is downright slang."

But in this uncertain field Dr. Campbell knew his ground pretty well. See his statement, in *Journal and Documents,* 1841-42, *Doc. No.* 7:

"The powers of a proper system of education have never been fully developed on a grand scale. Yet from the development already made, we may infer that a time is not far distant when we shall look to the schoolmaster and the district school more than to mighty generals, standing armies, and immense navies, with all the munitions of war, for a nation's peace, a nation's safety, and a nation's honor. It is no freak of fancy, no hallucination of romantic imagination, but the oracle of substantial truth derived from the experiments and experience now being formed, that all will soon be gained by good education in the adjustment of even national wrongs, by mediatorial tribunals, which hitherto have cost millions of gold and torrents of human blood.

"Our brethren of the east have difficulties that lie not in our way. They have two sorts of population of great political disparity. We are not so unfortunate. That misfortune tends to aristocracy. Now common schools and aristocracy are not quite so homogeneous. A patrician will not have a plebeian system of education. . . . We of the West are generally too poor—that is, too democratical, for such notions. Poverty and humility have sometimes a little homogeneity between them, though we find them occasionally divorced. Were we richer than we are, we might perhaps be a little more aristocratical than we are; for, after all, there is no political aristocracy, but that which, first, middle, or last, stands upon gold. This is the real sovereign of America, and the nobility are those who have most of it. . . . There are many of us in the West who will be satisfied with nothing short of a wise and just provision for all."

† See *Acts of Assembly,* 1849-50, p. 36: "Whereas a loan was made from the Literary Fund to the trustees of Emory and Henry College, by authority of an act passed the twenty-seventh day of February, eighteen hundred and forty-three, the principal and interest of which were secured by a lien on the land and buildings of the college and by personal security; and whereas, the individual securities have given notice to the president and directors of the Literary Fund, requiring them to enforce the payment of said loan by suit, which requirement, if pursued, will result in the sale of the college buildings and land, and the consequent destruction, it may be, of one of the most efficient and valuable literary institutions of the State; an institution which, it is asserted, has conferred already signal benefit upon the particular region where it is located, and where the facilities of education are less diffused than in any other quarter of the State; and which may be expected still more widely to extend its usefulness, since it combines a liberal and high grade of education with extraordinary cheapness; and whereas, it is suggested that relief may be granted to this deserving institution, by a measure which will attain that object, and at the same time further the purpose to which the Literary Fund has been consecrated, to-wit, the education of the poor: Therefore, . . . The Trustees aforesaid shall be permitted to discharge the interest heretofore accrued and hereafter accruing on said loan, by receiving into the said college and educating annually therein sixteen indigent and deserving young men as State students, free of all charge for board, lodging and tuition. . . . The young men educated as aforesaid shall be so educated and maintained, upon the promise and understanding on their part, that they will, at the conclusion of their collegiate course, engage in the vocation of tutors or professors in some school or college in this State, and continue in such vocation for two years at the least: *Provided, however,* that nothing in this section shall be construed to deprive such young men of their fees or salaries as tutors or professors."

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education of deserving young men, selected impartially from all parts of the State, subject to the sole condition that they should open and teach a school somewhere in Virginia for a term of years after the expiration of their collegiate course, and a large number of young men might thus be annually returned to their respective counties, qualified to teach and to raise the standard of educational requirements among those who, however incompetent, are now engaged in teaching.

This consideration brings me to another and more congenial division of my subject—education considered as it is pursued in our colleges. And I turn to this grateful theme, with much the same sensation of relief, as that with which the eye that has been oppressed with the glare and desolation of a desert, rests upon the grassy slopes of the vernal landscape.

[*Education and Literature in Virginia. Address before the Literary Societies of Washington College, Va., by John R. Thompson of Richmond, June* 18, 1850. Richmond, 1850, pp. 11-21.]

**1856.** AN ACT TO INCREASE THE NUMBER OF STATE STUDENTS AT THE UNIVERSITY OF VIRGINIA. *Passed March* 12, 1856.

* * * The annuity is upon condition that the said institution, during its continuance, shall educate fifty young men, (above the age of seventeen), one from each senatorial district, if there be applicants, and if not, from the State at large, without charge for tuition, use of laboratories, lecture rooms, public halls or dormitories; to be selected by the visitors and faculty with reference to the character and capacity of the applicants and the inability of the parent or pupil to furnish the means of education, upon such testimonials as may be presented. The said young men shall each sign an engagement to teach as private tutors, or in some school or academy in this State for the term of two years, after leaving the university, in consideration of the education there received.

This act shall be in force from the first day of July, eighteen hundred and fifty-six.

**1857.** [1.] THE UNIVERSITY AND THE COLLEGES.

Education has been making decided progress in Virginia for thirty years or more. Perhaps, this progress has been more rapid during the last fifteen, than it was during the previous fifteen years. The colleges have nearly all been extending their course of classical studies.

The colleges of the South generally are doing a great work, and are blessed with unparalleled prosperity. In Virginia this work is going forward with marked progress. We have a great system in operation—not yet perfect, it is true, but still great and important.

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Where is the central and controlling influence of our educational system? Just where it ought to be—just where Thomas Jefferson and his contemporaries designed it should be—just where our legislature and all the true friends of liberal education wish to keep it—in the University of the State. There is no institution in the Union, we venture to assert, now doing so much to elevate every branch of instruction. [*Southern Literary Messenger*, 1857, pp. 164, 166.]

[2.] THE VIRGINIA MILITARY INSTITUTE.

It is distinctly claimed for the Virginia Military Institute:

1st. That it has had an important agency in the educational progress through which the State has been passing in the last fifteen years.

2nd. That it has borne a prominent part in elevating the standard of scientific education in our schools and colleges.

3rd. That it was the pioneer in introducing a more efficient system of discipline in the schools and colleges of Virginia.

These points the superintendent endeavors to establish by a series of facts and arguments, the force of which must be judged of by those who may examine them. He exhibits the low patronage of the colleges in 1839, and shows, that with all the incentives of low tuition and denominational enterprise, the number of college students in Virginia scarcely exceeded 500. That this state of things resulted, 1st. From inefficiency of the discipline of the colleges. 2nd. From the low standard of their scientific instruction; and 3rd. From the want of a well qualified corps of school teachers.

At this crisis of the educational history of Virginia, he shows that the Virginia Military Institute was established, as a normal school for teachers. It presents itself to the patronage of the State upon the distinctive character of its high scientific instruction. Omitting no part of the ordinary college course but Greek, it establishes itself upon the model, as to discipline and mode of instruction, of the greatest scientific school in the world, the U. S. Military Academy at West Point.

Thus organized, with none of the prestige which age or acquired reputation could give, it opens its halls for the reception of students. From the first year of its establishment to the present time, it has never been able to meet the demands for admission. While the colleges were languishing for want of patronage, the Virginia Military Institute was full. With no high endowment, but chiefly by its tuition fees, it has maintained its faculty. It has supplied the State with nearly 150 teachers, and with 50 civil engineers.

Finally, and as resulting directly, in part, indirectly, in part, from the influence and example of the Virginia Military Institute, the superintendent shows that the West Point course of mathematics has been introduced since 1839 into every college of the highest grade in Virginia:

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a more efficient system of discipline has been adopted by all; and that as a direct consequence from these material causes the patronage of all has materially increased.

Upon these facts, thus presented, the superintendent argues the claims of the Virginia Military Institute to the distinction of having been an "important agent" in the educational reform through which the State has been passing. No *exclusive* claim is set up for the Institute. The powerful influence of the University of Virginia in this great work, is fully and distinctly recognized; which sectional prejudices are referred to, as tending, in an important degree, to augment the number of students at all of the Virginia institutions.

But there are significant facts exhibited by the colleges themselves, which not only confirm much that has been stated but give to the argument the force of demonstration.

A convention of delegates from six of the leading colleges of Virginia, was held in Richmond on the 4th of January, 1844, for the purpose of memorializing the legislature for pecuniary aid. In the memorial then addressed to the General Assembly, a most striking picture is drawn of the condition of the colleges at that time.....

The number of students (not professional) is stated by the memorialists at that time to be 491 in the six colleges and University combined, viz: 450 in the colleges and 41 in the University. [See Doc. No. 21, 1844, and Doc. No. 16, 1845.]

It surely has never been the condition of the people of Virginia, that any pecuniary embarrassment should so straiten the means of all classes, that our colleges should be deprived of students, and that a State containing 700,000 white inhabitants, generally so free from poverty, and so easy in their circumstances, could afford to send only 491 students to college! Other important causes must have been operating to produce this remarkable state of things, besides a temporary money pressure. We know this to have been the case with respect to the University. An inquiry was instituted by the House of Delegates of Virginia, under a resolution of December 22, 1844, and the committee after an elaborate investigation, report three causes as operating to diminish the number of matriculations at the University, neither of which is pecuniary distress—but two are stated to be defective discipline and inadequate preparatory training. At the very time when the memorialists were thus addressing the legislature, the Virginia Military Institute was enlarging its means of accommodations, had actually increased the number of its students to nearly double without being able to admit all who then sought admission. Indeed, the growing popularity and influence of the Virginia Military Institute, in the midst of these great pecuniary embarrassments, were so sensibly felt at this juncture by one of the memorialists, that one of the most remarkable proce-

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dures which the history of education in any State can exhibit, was commenced, the design of which was to restrain, by the legislative enactment, the operation of the Institute, so that no pay cadet should be admitted into its course of instruction! One can scarcely credit the reality of the statement, that the remarkable proposition, that a citizen of Virginia should be denied the privilege of sending his son to the Institute by paying his expenses, was gravely maintained at the time.

The influence of the Normal character of the Institute was distinctly recognized in the college memorials of 1844 and 1845, for their application for pecuniary aid is based upon the condition, that 60 students shall be admitted into the colleges, in due proportions, free of college charges, and the students thus admitted "should be brought under an obligation to devote themselves to the business of teaching, as *is now the case with the State cadets of the Lexington Military School.*"

The application of the colleges was not granted, but a provision was imposed upon the University similar to that existing at the Institute, by which a State student was admitted free of University charges, from each senatorial district of the State, upon the condition that the students thus admitted should serve the State as teachers two years.

The Normal character thus given by law to these two State institutions, gave an efficiency and dignity to the profession of school teachers, which it did not possess before. Many from both institutions sought it from choice* and have found it profitable. [*Progress of Education in Virginia,* article in *Southern Literary Messenger,* 1857, pp. 241-245.]

**1858.** [1] THE UNIVERSITY AND THE SCHOOLS.

When the University was first opened it would have been almost impracticable to gather within the State of Virginia three hundred and thirty-three such young men as were in attendance upon its schools at the last session. It certainly could not have been done without taking all the students from the colleges of the State.†

We had then, as we have now, abundant material to furnish a much larger number, but for the want of preparatory schools and academies, the boys of the State were found to be wholly untrained for the high standard of education upon which the University very properly insisted.

* "Strange (1842) was sent to Norfolk; J. H. Pitts (1844) and Council (1848) to King and Queen (Rumford Academy) and King William; W. D. Stuart (1850) to Richmond; Bryan (1843) and Nelson (1846) to Petersburg; Mahone (1847—General William Mahone) to the Rappahannock Academy; D. Lee Powell (1845) to Fredericksburg." "Strange, sent to Norfolk, was afterwards followed by J. S. Gamble (1848), then by Robert Gatewood (1849); Geo. S. Patton (1853) was sent to Richmond; J. J. Phillips (1853) was sent to Nansemond; J. B. Brockenbrough and Ben Ficklin (1849) to Abingdon; R. T. W. Duke (1845) to Greenbrier; J. W. Wildman (1843) to Fredericksburg; and many others to other sections of the State." [*Report, Superintendent Virginia Military Institute,* 1886, p. 10; and *The Virginia Military Institute: Its Building and Rebuilding.* By Major-General Francis H. Smith, Superintendent, 1839-1889. Lynchburg, 1912, p. 78.]

† The argument would have been stronger if the 333 students had been drawn wholly from the territory of Virginia.

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The want of such schools and academies was the great obstacle to the early success of the University . . . and it was at one time contemplated by the General Assembly to establish by State authority, and to endow by appropriations from the literary fund, a system of colleges and academies which should serve as schools of preparation for the University. Various causes contributed however to prevent the carrying out of this plan, and the University was left to do its work alone.

It is unnecessary to follow in detail the various steps by which this great obstacle to the success of the University has been encountered and overthrown. The leading feature of the movement has consisted in a reversal of the generally received plan of State education; instead of collecting schools and selecting teachers by public authority, teachers have been educated and sent forth to build up schools by individual effort. The result has been most striking. The teaching of youth has become in Virginia an honored profession. Schools are established and conducted with the discrimination and energy which mark the efforts of individual enterprise—and we have now in Virginia a class of preparatory schools, in which a higher order of education is given than could have been obtained in any college of the State at the time the University was established.*

The visitors do not desire to be understood as claiming that all these results are due exclusively to the influence of the University, but they do claim for the University the position of leader in this great movement, and for its alumni, that they have been the most active, zealous, and efficient agents in the work.

These preparatory schools extend the influence of the University and the benefits of its teachings to many who never attend upon its schools, but who go forth from these preparatory schools into the various pursuits of life, educated in a manner which, prior to the establishment of the University, would have been wholly beyond their reach.

These influences of the University are extending gradually, silently, and unobtrusively, untrammeled by the cumbrous machinery of public patronage and control. They have enlisted private interest in the cause of popular education. They are destined to pervade the entire Commonwealth and to indicate the far-seeing sagacity which induced the State to give its name and influence to the "University of Virginia." [*Report of the Rector and Visitors of the University of Virginia*, 1857—Documents 1857-8, Pt. 1, Doc. 12, p. 42.]

* cf. Article in the *Evangelical and Literary Magazine*, IX. (1826), 207, "To the President and Directors of the Literary Fund":

"Your University can no more flourish without good inferior schools than the beautiful dome of the Rotunda can be supported by the *corn-cob houses* built by children for their sport. Every permanent structure must have a good foundation. We ought to see that the magnificent temple of science erected by the people of Virginia be not placed on quicksand."

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[2.] A SYSTEM PROPOSED.

Having provided munificently for the poor children, we look to a higher grade of instruction, and take the academies as the next step in the movement upwards. To these $20,000 may be appropriated. By offering a bonus of $200 to any and every county which may establish a high preparatory school, many, perhaps in a few years all, will claim it. A better grade of instruction is thus brought nearer to the great mass of the people, and placed at reduced cost within their reach. The appropriation is based upon the calculation that 100 counties will avail themselves of it in the next 8 or 10 years. This assistance from the State will enable every county to employ a first class teacher, by offering a salary worthy of his avocation. If the citizens desiring such an instructor can only subscribe for his support $550, the State offers $200 additional, and a salary of $750 is thus assured. In a few years, under the system offered for your adoption, this sum will command the services of the first graduates of our literary institutions. These academies will reflect their influence upon the primary schools, by furnishing Virginia youths to impart the first lessons to Virginia children.

From the academies the movement towards the colleges is easy, because it is necessary and natural. For these, such provision is made as the means at our disposal allowed. No distinctions of an invidious character are made. They are taken as they are, not perhaps as we would have them. Being chartered institutions, they are free to accept or reject the bounty tendered. If the conditions attached to that bounty are complied with, nothing more is required..... [*Report of the Committee of Schools and Colleges.* Virginia Legislative Documents, 1857-58, Part 5, Doc. No. 53.]

**1860.** STATUS OF THE YEAR: CENSUS OF 1860.

"Next to Michigan—South Carolina and Virginia received the largest appropriations for college purposes* from the public funds, the latter State having also returned the largest aggregate revenue for colleges ($246,940) and the greatest amount received for fees, etc., of any in the Union. In Virginia the total average income was $87.44, that from endowments being $17.28, and from fees and other sources $64.85 per annum. . . . In the Southern States the largest public school income was reported from Virginia ($498,638)....†

*Under Colleges, returned all special schools of theology, medicine, law, science, and its applications, as well as female seminaries.

Under the head of Academies and other schools, special schools for deaf-mutes, blind, juvenile criminals, orphans, as well as all private schools.

†The report distributes the amount, with no analysis, as follows: Endowment, $4,446; taxation, $72,338; public funds, $104,801; other sources, $317,053. Under endowment fell such items as the Dawson Fund of Albemarle county, the Monroe Fund of Orange county (Orange County Humane Society), the Aaron Hall Fund of Hanover county, the Anderson Seminary Fund of Petersburg. In 1853 the entire capitation tax had been appropriated by the General Assembly to the purposes of education in "primary and free schools"; certain counties under the act of 1846 levied their own tax for schools, as well as certain corporations. There was the income from the Literary Fund. But the "other sources" of the report, $317,053, still bulks rather large. These sources must have been tuition fees. The act of 1846 provides that the county school commissioners "shall regulate the number of indigent children to be taught in the schools and the price of their tuition." On the basis of 85,000 pupils, the average tuition fee was about $3.75; the total average cost of the pupils, about $5.75. It is a difficult matter how to define a public school and a public school pupil in Virginia before 1860.

Returns were made from the Southern States of 2,445 academies and 106,361 pupils, and the revenue received by them from all sources was $3,227,728, of which $2,656,302 was from tuition. The largest school income in proportion to the number of pupils was in Virginia, where it averaged $41.21 each, whereof $35.47 was from fees."

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| Total white population of Virginia | 1,047,299 |
| Total white population of Virginia between 10 and 20 years of age, males | 124,548 |
| Females | 122,690 |
| Number of pupils in colleges | 2,824 |
| Number of pupils in academies, etc | 13,204 |
| Number of pupils in public schools | 85,443* |
| Number of literary colleges | 10 |
| Number of academies and other schools | 398 |
| Number of public schools | 3,778 |
| Number of teachers in academies | 720 |
| White persons over 20 years of age unable to read and write | 74,055 |
| Of these, males | 31,178 |

[Eighth Census of the United States: Mortality and miscellaneous statistics, pp. 502-510. Document published 1866, Joseph C. G. Kennedy, Supt. of the Census.]

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**SUMMARY:** WITH RESPECT TO THE WORKINGS OF THE LITERARY FUND BEFORE 1860.

In 1884 Superintendent Farr endeavored to get a full Virginia school exhibit for the New Orleans World's Fair of that year. The time allowed school officials in the State to assemble their exhibits was very short, and there was little of substantial result so far as the New Orleans Exposition was concerned. But Superintendent Farr was interested and in February of the next year he was able to make a very creditable school exhibit at Richmond, during the third annual meeting of superintendents and principals of the public high schools of Virginia. "All of the superintendents were requested to furnish a history of the work of the public schools under the old as well as the present system in their respective cities and counties," going just as far back as the local records and traditions would allow.†

About eighty county superintendents submitted their county school histories, which were printed by Mr. Farr in his 1885 report, Part III, pp. 48-294, material of great interest and historical importance, unequally so of course. A little more than half of this material contains

*It is not clear what is meant by the statement in the report, that in Virginia 154,963 pupils were "attending school during the year ending June 1, 1860."

Bishop Meade (Vol. I, *Old Churches and Families*, p. 91), writing about the year 1857, said: "Among the upper classes there is far more of academic and collegiate education in Virginia than in any other State of the Union."

† Report of Superintendent of Public Instruction, 1885, Part II, p. 74; Part III, p. 47.

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items relative to the period ending with 1860. It is significant that in the year 1885, county superintendents of great intelligence, being asked to furnish a history of public education under the old system, produced (if they produced anything) a miscellany of information touching private establishments, with some account of the interrelations of the literary fund. The fact that this was their method, constitutes the best explanation of the method really imposed upon the compiler of the report now submitted, material assembled from January 1913, to February 1917.

The extracts given below, drawn from the invaluable county school histories of 1885, form an excellent summary of the workings of the literary fund before 1860, from the sea to the mountains. It is plain that the most prosperous and wholesome democracy was found in the middle region. But this matter needs investigation. The Eastern shore was also pretty democratic. The northern Northern Neck and the Southwest appear to have been the least democratic under the old public school system.

ACCOMAC—J. C. WEAVER.

"Like most of the counties of Virginia, Accomac depended mainly upon the literary fund to supply a very scanty primary education to those of her children who were unable to attend the neighborhood private schools. These schools were dotted about in sections that were fortunate enough to secure the services of some itinerant teacher in quest of a precarious living, or young men preparing for professional life. Some of these teachers were good, some very poor; not unfrequently the lord of the country school was some unfortunate, bankrupt in purse, broken down in constitution, a slave to intoxication, and a terror to his pupils. Into such schools the beneficiaries of the literary fund were received at about five cents a day, for perhaps three months in the year; then schoolless for the remaining nine.

"Notwithstanding the drawbacks, the people of the county were fairly intelligent. The old English custom of assembling at the "court green," and at public places, to mingle in social intercourse and discuss the issues of the day, imparted a large amount of information to the masses. This school of association very largely took the place of book learning, and left a deep impression upon the multitude, particularly noticeable to the stranger.

"In the most prominent neighborhoods good private schools were maintained; sometimes by family tutors."

BRUNSWICK—WILLIAM F. JONES.

"The discussion of the question from the standpoint of our forefathers would now be useless. The opinions and prejudices of the

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eighteenth are no guide in the light of the higher civilization of these the last decades of the nineteenth century. . . . There certainly was no system of general public instruction in Virginia anterior to the late sectional war. There was, however, a law which enabled any poor child to obtain an elementary education at public expense; upon application to the county court, an allowance could be made to pay the most accessible teacher a *per diem* for such a pupil, which would be about equal to the annual charge for tuition (passed in this form no doubt to regulate the amount of pay by the pupil's punctuality). Few availed themselves of the privilege.

["But] there were few families in South-Side Virginia who did not have within horn-blow of their homes, prosperous neighbors who cheerfully paid the schooling of children where the parents were unable so to do."

CAMPBELL—R. A. HAMLET.

"Previous to the year 1861, the system of education—if indeed it may be called a system—was what is known as the "Old Field Schools." These schools were taught by some old invalid, or by a man too lazy to do anything else. The number of schools was small, and the instruction given inferior, generally. The usual mode of establishing one was as follows: The teacher would go around to the people with a subscription for the people to sign, stating the number of children they would send, and the amount each would pay for tuition. Children whose parents were too poor to pay their tuition were sometimes allowed to come and at the end of the session the teacher would make an account against the county for the number of days such children had attended school, and after qualifying to the account before a magistrate, he was allowed five cents per day, which was paid by the sheriff.

"There were some bright exceptions to the above mentioned class of teachers—men and women who conducted their schools in a rational manner, and after approved modern modes. The wealthy usually employed a teacher for their younger children at their homes, while the older and more advanced were sent to boarding schools, academies, etc."

"Our old 'masters' were a lot of stern, uncompromising old fellows. They were well versed in arithmetic, reading, writing and spelling. The master was generally an influential member of society. Financially he was well-to-do, and was recognized as authority on questions of educational or other import that arose in his vicinity.

"He selected a site for his school house, usually in a sunny place on the southern exposure of pine woods, about one-half a mile from his dwelling, but he would frequently locate the house in a corner of his yard, so as to have a stricter eye on his pupils during play-time."

O. L. Hardy, Lunenburg county, p. 214.

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CAROLINE—B. B. WRIGHT.

"As a general rule parents preferred educating their sons and daughters beneath their own roof and within the circle of their own homes, and private schools, sometimes anterior to the breaking out of hostilities between North and South were pretty much the order of the day; and the teachers, especially females, came mostly from the Northern states.

"These schools, in the majority of instances, were conducted with ability, and entirely to the satisfaction of the employers. It may not be irrelevant to mention the habit that obtained among the more wealthy, of sending their sons and daughters to the Piedmont portion of the State—especially the county of Albemarle—which offered peculiar facilities for instruction in the higher branches of learning, to the detriment of home or county schools; and fashion in this, as well as in other enterprises, tended to the loss and impoverishment of home and local institutions. There ever existed a number of schools in the county, in which the rudimentary branches of English were taught; but as the patronage was poor, and pay insufficient for the employment of competent teachers, the work performed added but little to the intellectual culture of its citizens."

GOOCHLAND—E. S. REEVE.

"A long river frontage cut into very large plantations, held by men of wealth and culture, who were ever liberal patrons of the University of Virginia and other great colleges, and for the primary instruction of their children employed private tutors. Besides this the county always sustained what has been denominated the 'Old Field School,' (an institution peculiar to Virginia and of great merit), often presided over by men of university training, of ripe minds, large hearts, and high moral characters. To these schools the children of the poor were sent, and a *per diem* allowed by the county for their education. These poor children were received in all the schools throughout the county, and thus all classes were as much mingled in the schools as at present by our public school system."

HALIFAX COUNTY—THOMAS E. BARKSDALE.

[Quoting statement of Major R. L. Ragland.]

"In the portion of the county south of the Dan, many indigent children received public instruction in the private subscription schools, while in many parts of the county very few were entered.

"Education made slow progress during the first quarter of the nineteenth century. Subscription schools began to take the place of salaried teachers. From 1820 to 1830, grammar schools were sparsely estab-

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lished, as the true educational spirit began to permeate society. The first grammar schools were taught by Northern men, who aided greatly in formulating a higher and better system of education. The University of Virginia was being established, and a healthy educational spirit pervaded the intelligent class all over the State.

"From 1830 to 1840 still greater educational progress was made. Private and family schools were conducted by competent, educated men and women, under improved systems of teaching and better text-books. Only less favored neighborhoods used the log huts after 1845.

"1840 to 1850. All classes were aroused to the benefits and importance of education, and the people with great unanimity were ready to aid in its advancement.

"From 1850 to 1860, may be regarded, as it certainly was, the highest epoch of our educational history; for substantial education flourished, was appreciated and supported as never before. Hostilities in 1861 virtually closed our schools and after the war, until the inauguration of the present free school system, only a few private schools maintained a precarious existence."

KING WILLIAM—COL. J. C. JOHNSON.

"The county was fortunate in the number and character of her private schools, and her people, as far back as their habits can be traced, displayed a high appreciation of education, mental, moral and social, and no expense nor pains were spared in fitting their children for the highest and most honorable positions of public or private life.

"Then, the second class, whose education for the most part was only such as the more general occupations of life demanded; and this was obtained principally at the "Old Field School," where the birch was a very potent factor in teaching 'the young idea how to shoot." Many of the teachers were scholarly men, but believed in harsh and vigorous means in government and instruction. They succeeded, though lacking in comfort and school facilities, in giving their scholars a plain, business education, fitting them for the ordinary but responsible duties and positions open to all good citizens. Among this class were found some who aspired to and acquired a limited knowledge of the classics and attended for a year or two the most excellent academy of the county. [Rumford Academy].

"The third class had little or no education—their means were often too limited even for the "Old Field School;" but the most potent reason for the neglect of education with this class was, that its importance was not felt or appreciated. No public school discussions or educational meetings awakened an interest or aroused the slumbering ambition of these sons of toil. They were ignorant as a class, and contented in their ignorance.

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"There was before the war a system of public education which was in substance about as follows: Commissioners were appointed by the county court to list all indigent children. Any teacher might receive into his school these children, making out an account, certifying to the same, also stating what progress had been made, taking this to the commissioners for their approval, then to the sheriff for payment, who kept the account until all similar accounts had been handed in, and then the amount which had been appropriated by the county was divided among the teachers, according to the number of days each had taught the county's poor. This, as a rule, amounted to from four to five cents *per capita* per day. The mode of getting his pay was tedious to the teacher, and the child or his parent had to feel the sting of recognized poverty. Yet this system had its good fruits, though small in quantity."

MADISON—H. W. FRY.

"The ante-war history of this county, in reference to schools, is full of interest, not so much for its number of schools as for its good and competent teachers. Some teachers, whose names have been handed down in sacred memory, were graduates of the best institutions of the country. It was the pride of every neighborhood to get the 'best teacher.' Our best teachers generally came from the public schools of the North, who, knowing our need, would seek their fortunes in Dixie. Parents who were able to educate their sons at college would almost invariably start them to teaching on their return, as a stepping stone to some other employment. Nearly all of our prominent business men once taught school.

"There was another class of good teachers, known as the 'professional teachers,' who knew something of grammar, could read and write, make the boys 'mind' and the girls 'behave.' They were never known to spare the rod, but would sometimes spoil the child.

"In the matter of schools Madison seems to have been fortunate in having good teachers, and of course, good schools, but they were all private institutions, in neighborhoods. The poor children were permitted to attend, for which the county paid a small pittance. Public education was looked upon as a Yankee notion or invention, and could not be tolerated in the Old Dominion. The idea *seemed* to prevail with some, that the rich man had a *right* to educate his son, while the poor must remain 'hewers of wood and drawers of water.'"

MONTGOMERY—F. D. SURFACE.

"The general character and qualifications of teachers under the old regime was sadly lacking in uniformity. Forty per cent. perhaps, were persons of fair literary attainments and substantial character; about forty per cent. had a very imperfect knowledge of the branches taught, and the

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remaining twenty per cent. were tramps of a low order who went about deceiving the people, never remaining in one place longer than a school term."

NORTHAMPTON—J. B. DALBY.

"For a long time there was what we termed the 'Old Field School'—a log house, or poorly framed one at best—where children of all classes picked up some little knowledge, the poorer childrens' [education] always ending at this school."

NORTHUMBERLAND—WILLIAM BROWN.

"From 1840 to 1868, inclusive, there were in operation in the county from three to twenty-four common schools annually—in no year less than three—at which children of indigent parents might and did receive instruction in the elementary branches, together with text-books, stationery, etc., at public cost."

SCOTT—DR. J. B. WOLFE.

"The schools were generally in operation only for the winter months; they were supported by subscription, and as a consequence, only the well-to-do citizens' children could attend, the poorer class being entirely cut off from the benefits of a school, except a few who availed themselves of the five cents per capita per day allowed by the Literary Fund."

STAFFORD—STROTHER HARDING.

"I have mentioned only a few of the good schools Stafford has had, but enough to show her interest at all times in education; but in all these years, in every neighborhood, there was the 'Old Field School' taught in houses comfortable enough, where all *could* attend, even the most indigent, their tuition being paid from the Literary Fund."

WYTHE COUNTY—MAJOR D. G. REPASS.

"Among the more wealthy and enterprising citizens, there could be found here and there one who had received a collegiate education, but this number was comparatively small. The great mass of the people being too poor to send their sons and daughters to college, availed themselves of the advantages offered by the 'Old Field School,' in which a plain business education could be acquired at a cost for tuition of almost one dollar and fifty cents per month.

"Up to about the year 1830, no provision had been made for the education of 'indigent children.' After this time, however, all who by reason of their poverty, were unable to pay tuition could obtain the bene-

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fit of the Literary Fund. This being regarded as an arrangement for paupers only, was at first unpopular.....The treasurer's report [Board of School Commissioners] for 1861, shows that there were 954 indigent children in the schools, and that the average length of session was thirty-eight days. From 1861 to 1870, there are no records to be found showing that anything in the line of education was accomplished or even attempted, except here and there a private or family school."

## APPENDIX.

### THOMAS JEFFERSON.

b. Albemarle county, Virginia, 13 April, 1743; d. at "Monticello" in the same county, 4 July, 1826. "Author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia."

### JAMES BARBOUR.

b. Orange county, Virginia, 10 June, 1775. d. There 8 June, 1842. While serving as a deputy sheriff he acquired a knowledge of the law, and was admitted to practice at the age of nineteen. He was a member of the legislature from 1796 to 1812, when he was elected Governor; elected to the United States Senate in 1815, serving until 1825; Secretary of War, 1825-1828, being appointed Minister to England in the latter year, but recalled in 1829 on the election of Andrew Jackson. He vigorously opposed the Democratic party, and presided over the Whig convention which nominated General Harrison in 1839. Governor Barbour was for years president of the Orange County Humane Society. Writing of this society in 1839, he said: "We commenced with a capital of some $13,000; we have educated over a thousand children, and have increased the capital to about $30,000. At my instance the court of Orange have, by appointing the same persons directors of the Humane Society also commissioners of the school fund, united both these benevolent funds. My hope and purpose have been to create a fund by the aid of the charitable equal to the establishment of a manual labor school, where the indigent might be so instructed as to become useful citizens, and especially where teachers might be reared—a good supply of which to operate through the State in an object of great importance."

It is of interest to note that the Orange Humane Society, incorporated in 1811, was vested with the funds of William Monroe, left by his will in 1769, for the purposes of education, "The schooling of such poor children as my executors shall think most in want." The will was thought to be void, and nothing was done with the money. No heirs appearing, and those interested being unwilling to see the estate escheat,

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the legislature was invoked for an act of incorporation. This Monroe fund, and the proceeds of the sale of glebe lands formed the nucleus of the funds of the Orange Humane Society.

(cf. Scott, *History of Orange County,* Richmond, 1907, pp. 138, 142, 182.)

JOSEPH C. CABELL.

b. 28 December, 1778, in Amherst county, Virginia. d. February, 1856. He was educated at Hampden-Sidney and William and Mary colleges, graduating at William and Mary in 1798. He studied law, spent three years in Europe, returned to Virginia in 1806, entered the House of Delegates in 1809, and the State senate in 1811. He was the chief coadjutor of Jefferson in the establishment of the University of Virginia; and was a visitor of the University from the beginning, succeeding James Madison as Rector in 1834. He was a member of the Senate of Virginia for many years, and for about ten years was president of the James River Canal Company.

JOHN AUGUSTINE SMITH.

b. Westmoreland county, Virginia, 29 August, 1782. d. In New York, 9 February 1865. He was graduated at William and Mary in 1800, studied medicine, and settled as a physician in New York city in 1809, becoming lecturer on anatomy at the College of Physicians and Surgeons, and editor of the "Medical and Physiological Journal." He was president of William and Mary from 1814 to 1826. Resigning he resumed practice in New York city, and was president of the College of Physicians and Surgeons, 1831-1843. He published numerous addresses, lectures and essays.

CHARLES FENTON MERCER.

b. Fredericksburg, Va., 6 June, 1778. d. Near Alexandria, Va., 4 May, 1858. He was graduated at Princeton in 1797, studied law, spent a year in Europe, and then began the practice of his profession. He was a member of the Virginia Legislature 1810-1817, and during the war of 1812, was aide to the Governor, and in command of the defences of Norfolk, with the rank of brigadier-general. He was chairman of the Committee on Finance in the legislature of 1816, and introduced the bill for the construction of the Chesapeake and Ohio Canal, of which he became president. He was elected to congress as a Federalist in 1816, and served in congress continuously until 1840. He was an active protectionist, and an opponent of slavery. He visited Europe in 1853, and conferred with eminent men of several countries in the interests of abolition.

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JOHN HOLT RICE.

b. Bedford county, Virginia, 28 November, 1777. d. At Hampden-Sidney, Va., 3 September, 1831. He was eduacted at Liberty Hall Academy, Rockbridge county, and was a tutor at Hampden-Sidney College, 1796-1802. In 1812 he was installed as pastor of the First Presbyterian Church in Richmond. 1815-1828, he published his religious periodicals, the Christian Monitor and the Literary and Evangelical Magazine. He was elected president of Princeton College in 1822; but accepted the appointment, made a few months later, as dean of Union Theological Seminary, Prince Edward county, an institution founded largely by his own efforts.

ALEXANDER CAMPBELL.

b. County Antrim, Ireland, 12 September, 1788. d. At Bethany, West Virginia, 11 March, 1866. His father had been a member of the Established Church and a minister, but joined the Scotch sect of Presbyterian "Seceders." Educated at the University of Glasgow at the age of nineteen, Alexander Campbell followed his father to Pennsylvania. After a few years he removed to Bethany, Brooke county, Western Virginia, and spent the remainder of his life there, in restless activity as preacher, college president, editor and head of his church. George D. Prentice, of Louisville, wrote of him in 1858: "Alexander Campbell is unquestionably one of the most extraordinary men of our time. In his essential character, he belongs to no sect or party, but to the world." Whitehill, *History of Education in West Virginia*, Washington, 1902,, p. 65ff.

WILLIAM HENRY FITZHUGH.

b. At "Ravensworth," Fairfax county, Virginia, 9 March, 1790. d. there 29 May, 1830. He was graduated at Princeton in 1808; was a vice-president of the American Colonization Society, and labored zealously in aid of its purposes. His early death cut short his career when he had only served one term in the Virginia legislature, and as a member of the Constitutional Convention of 1829-30, (Va. Mag. of History, etc., VIII. 430.)

JESSE BURTON HARRISON.

b. Lynchburg, Va., 7 April, 1805. d. New Orleans, La., 8 January, 1841. He was graduated at Hampden-Sidney College in 1821; studied at the Harvard Law School two years, spent two years in Europe, where he talked with Goethe (1830); settled in Louisiana, where he was admitted to the bar, and edited a newspaper; was a member of the American Colonization Society; author of the "Slavery Question in Virginia" (1832), etc.

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JONATHAN P. CUSHING.

b. Rochester, New Hampshire, 12 March, 1793. d. Raleigh, North Carolina, 25 April, 1835. He was a graduate of Dartmouth College, 1817, and from 1819 Professor of Chemistry and Natural Philasophy at Hampden-Sidney College, of which he was president, 1821-1835. Author of "An address before the Virginia Historical and Philosophical Society, at an adjourned meeting held in the hall of the House of Delegates, February 4, 1833." Richmond, 1833.

JAMES MERCER GARNETT.

b. Essex county, Virginia, 8 June, 1770. d. there in May, 1843. He was a founder and the first president of the U. S. Agricultural Society, president of the Virginia Board of Agriculture, 1842, and wrote extensively on rural economy. He was interested in educational progress, maintained a female seminary at his house "Elmwood," for twelve years, and was active in introducing into Virginia improved methods of instruction. He acted with the Democratic party, and engaged in a controversy with Matthew Carey, the protectionist. After serving for several years in the Virginia legislature, he was twice elected to the National House of Representatives, serving in congress from 1805 to 1809. In 1829 he was a member of the Virginia Constitutional Convention.

EDWARD DROMGOOLE SIMS.

b. Brunswick county, Virginia, 24 March, 1805. d. Tuscaloosa, Ala., 12 April, 1845. He was graduated at the University of North Carolina in 1824, was professor at La Grange College, Ala., and entered the Tennessee Conference of the Methodist Episcopal Church in 1831. After serving two years as a preacher, he became professor of ancient languages at Randolph-Macon College. He was in Europe 1836-1839, most of the time at the University of Halle, and on his return to the United States became professor of English literature at Randolph-Macon. From 1842, until his death he taught the same subject in the University of Alabama. He was the first to teach Anglo-Saxon in connection with English literature in the South, and was preparing grammars of English and Anglo-Saxon at the time of his death.

JAMES M'DOWELL.

b. Rockbridge county, Virginia, 12 October, 1796. d. at Lexington, Rockbridge county, 24 August, 1851. He was graduated at Princeton in 1817; served in the House of Delegates, at the session of 1831 making an argument for the gradual manumission of slaves, and "supporting in a series of brilliant speeches measures for a public school sys-

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tem and internal improvements"; Governor of Virginia, 1842-44. Member of congress, 1846-1851. Although an advocate of State rights, he was vehemently opposed to slavery. McDowell was an orator of the first rank; see the accounts of his speech in the House of Representatives, September 3, 1850.

HENRY RUFFNER.

b. Page county, Virginia, 19 January, 1789. d. in Kanawha county (now W. Va.), 17 December, 1861. He was graduated at Washington College, Va. in 1814, studied theology, and became a minister. He was professor at Washington College (now Washington and Lee University) from 1819 to 1837, and its president 1837-1848, when he resigned and returned to his farm. Published an account of the Origin and Practice of Monkery (2 vols. 1850), an address against slavery, known as the Ruffner Pamphlet (1847), etc., etc. President Ruffner was the father of Dr. Wm. H. Ruffner, first superintendent of Public Instruction of Virginia.

FRANCIS HENNEY SMITH.

b. Norfolk, Va., 18 October, 1812. d. Lexington, Va., 21 March, 1890. He was graduated at the U. S. Military Academy in 1833, and was assistant professor there in 1834, but resigned in 1836, was professor of mathematics at Hampden-Sidney College, 1837-1839, and on the organization of the Virginia Military Institute in 1839, became its superintendent, which office he held until 1889. He was in command of a regiment during the Civil War. General Smith published a series of mathematical text-books; "The Best Methods of Conducting Common Schools," (1849); "College Reform" (1850); A report to the legislature of Virginia on Scientific Education in Europe (1859): "West Point Fifty Years Ago" (1879), etc.

JAMES BROWN, JR.

Mr. Brown was a native of Mecklenburg county, the son of John Brown, a Scotchman, clerk of Mecklenburg county about 1784, and then clerk of the General Court. From 1823 to 1852 James Brown, Jr., was second auditor and superintendent of the literary fund. The standard repositories of biographical items have nothing to say about Mr. Brown, one of the most useful citizens of his day. His numerous reports as virtually superintendent of Public Instruction are most careful and instructive documents. These reports, under the old system, might well be reprinted in one volume or several volumes.

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RICHARD RATCLIFFE FARR.

b. near Fairfax Courthouse, Virginia, 1845; d. 1892 at school at Abingdon Academy, being a refugee at Abingdon during the first years of the Civil War. Entered the Confederate Army in 1863; twice wounded. Roanoke College, October, 1865—June, 1868. Admitted to the bar, Fairfax county, 1870; held various county offices, and served in the legislature as a representative from Fairfax, 1870-1881; State Superintendent of Public Instruction, 1882-1886. United States Marshal for the Eastern district of Virginia, 1889-1892. In his political life Mr. Farr was consistently a supporter of General Mahone. Mr. Farr's record as State Superintendent of Public Instruction is fairly well preserved in his reports, especially in his very elaborate report for the year 1885, which contains a great deal of matter relative to the history of education in Virginia. On receipt of this report Dr. J. L. M. Curry, then minister to Spain, wrote to Mr. Farr: "The bound volume I shall present to the proper department here, that Spain may see how a comparatively young Commonwealth can establish and maintain a free school system. Your report is a monument to your industry and ability, and the conclusive demonstration of your efficiency as a public officer. In my work as Peabody agent I found no superintendent more devoted to the cause of public schools, more energetic, more faithful, more efficient. I tried to put the more imperishably on the Peabody record my estimate of your services, and I did it the more cheerfully because politically we were not of the same party." [MS. of Wilson M. Farr, Fairfax, Va.]

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# PART II.

# LIST AND COMMENT

## *Secondary Education in Virginia*

*1776—1860*

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# NOTE

Martin's *Gazetteer,* of Virginia, Published at Charlottesville in 1836, is a little known book and one of extraordinary value. From this book may be learned very fairly the condition of the State at the time the railroads were first coming in. Martin says of transportation (p. 94), "Railroads, though of but late introduction into the United States, have attracted considerable attention in Virginia." So the year of the publication of Martin's book may be considered as fixing an epoch, as epochs go, in the history of the State. The book registered pretty accurately the progress made by the State since Jefferson's *Notes* had brought Virginia to the attention of the learned world. About 1836 also, Hugh Nelson, a Master of Arts of the University of Virginia, was teaching in Charles City county. "Nelson was the first full graduate of the University (1833) who taught in Virginia." [*The University Memorial,* p. 207.] Therefore in the List and Comment given in the following pages, it has been thought well to show the facts with some particularity from the year 1775 to the year 1836 (adding several important items thereafter); beyond 1836 letting the mere list, with a few notes, suffice in the main.*

What were the conditions during the last quarter of the eighteenth century, and beyond; and why was Jefferson's Idea a hundred years in coming round to something like reality? The State has been an agricultural community, and perhaps a parallel from agriculture may be of use. During the eighteenth century in Virginia, and later, there were not a few men well informed as to the better practices of the modern agriculture. Some of these men obtained good results and influenced their neighborhoods to improvement. But until 1833 there was no sustained publicity in Virginia for good agriculture. The system was one altogether of voluntary enterprise, and self-interest as imagined must determine whether methods should be strict or lax. Education fared that way. If in a county there were a few people of academic interests they saw to it that something was done for academic interests. Population was sparse. Neighborhoods underwent changes. There was little provision made for the continuity of the principle. The principle depended by who the individuals were,—was not an idea supposed to be fixed regardless of the individual. A great part of the population was African and slave. The telepathic medium, so to call it, could not fail to exhibit certain phenomena. Education went on in this agricultural community, late a part of the British Empire with the Bishop of London for its Diocesan, but an educational programme at

* In the text reference by date is to year of origin or incorporation, and where possible the institution or group has been followed to 1860. It is hoped that by the method employed the period has been given fair representation.

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large was slow in formulating. However, there was a great deal to do, and much vocational learning necessarily to be had. Transportation was a serious matter. The old apprenticeship system afforded an excellent training in arts and mysteries for many boys. Muster-day and court-day, with all their unpleasing concomitants, were good educators.

How is it possible for us to understand the old times, call them bad or good? The will of John Carter, probated in 1669, provides that his son Robert, (who grew to be "King Carter"), "is to have a man or youth servant bought for him that hath been brought up in the Latin school, and that he shall constantly tend upon him, not only to teach him his books, either in English or Latin, according to his capacity (for my will is that he shall learn both Latin and English and to write), and also to preserve him from harm and from doing evil." [Glenn, *Some Colonial Mansions*, I, 223].* And as late as 1776, Archibald Alexander, who was a boy then, says of Rockbridge county, beyond the Blue Ridge—"schools were very scarce. About this time my father went on a trading expedition to Baltimore, and there purchased several convict servants.† Among them was a youth about eighteen or twenty, named John Reardon, born, as he said, in Ireland, but reared from a child in London. He had been for some time at a classical school, and had read Latin books as far as Virgil, as well as a little in the Greek Testament. He wrote a fair hand, and had some knowledge of bookkeeping, but had never been accustomed to labour. This young fellow, it was thought, might teach school in default of a better, and accordingly a hut of logs was erected for him near a spring. The place was a mile from our house by the direct path along the creek. Hither I trudged along every day when not more than five years old. The master, as being my father's servant, lodged at our house and often carried me in his arms part of the way. The school was large and some of the scholars were nearly grown. It consisted of both boys and girls. The custom was, to read with as loud a voice as we could while getting our lessons, as it was called. When within a quarter of a mile of a country school, one might hear like a distant chime the united voices of the scholars. Before the year was out, the war had commenced, and the drum and fife of the recruiting sergeant were heard in all public places. Many companies of regulars were enlisted in that region. All who were in my father's service, namely,

* cf. Advertisement in *Pennsylvania Gazette*, August 15, 1745 (quoted in *Journal of Negro History*, I, 208)—"Run away from Talbot County School, Maryland, on Monday, the 5th of this instant August, George Ewings, Master of said School, who took with him a Negroe Man named Nero, and two geldings, the one of a grey, the other of a black colour, the property of the Visitors of said School. The said Ewings is an Irishman of a middling stature, and thin visage, is pitted with smallpox, and has the Brogue upon his tongue, and had on when he went away a light blue new coat.

Whoever apprehends and secures said Ewings, Negroe and geldings, so that they may be had again, shall receive a reward of Five Pounds, Maryland Currency, paid by the Visitors of said School Signed by Order, William Goldsborough, Register of said School."

† cf. Brock, *Virginia and Virginians*, p. 131. "Col. William Preston purchased at Williamsburg a poet and scholar named Paltrenan about 1787, who taught his son, Gov. Preston." Was this the poet Palfreyman, a sketch of whom is given in the Dictionary of *National Biography*?

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James Malone, an Irish papist, Joe Lyon, a thievish Jew, and John Reardon, went off. Most of the English convicts, whether they had served out their time or not, enlisted. Reardon, having been wounded, after the battle of Guilford, returned to school keeping on Timber Ridge." [*Life of Archibald Alexander.* New York, 1854, pp. 10-14.]

It was not possible then to get a general school system all at once—with the precedents of a classical learning for the few, a charity schooling for another few, and teachers to be had merely by chance. The young woman in the schools, like the young woman in the office, was not yet apparent. But, as observed already, opinion took shape here and there very soon. The School Commissioners of Mathews county spoke up plainly in 1830. "The Commissioners with much deference would suggest that a part of the enormous sums annually expended on abortive schemes of internal improvement might be more successfully diverted to the objects of education, and with *absolute* certainty of success. *This* is the beginning place. The moral power and prosperity of the people of Virginia should have their foundation laid in enlightening the minds of all, and by providing the means of a general plan of education. Other improvements are of a secondary character, and will follow as a matter of course." Mathews county lay on the sea. The State needed roads and canals badly enough. It is doubtless something of a maxim that, narrowly examined, a community will not be observed to show progress except as a whole. As a matter of course the old system was a system of public education as well as the new. There has been a change in the construction of the word "public."

It is vastly interesting to know something of what one of our States accomplished under the old system, by which people taxed themselves for "academies," and used a "Literary Fund" for the schooling of those who could not pay for an academy education, and yet wanted some education out of books. The list of institutions found below is in its most detailed parts too meagre. The purpose has been to exhibit accomplishment, and if not that, at least intention. Recourse has been had largely to the statutes of the State, and it is a fortunate circumstance that these are so full of information to the point. After 1776, the people not having to refer everything to London, showed great elasticity and were continually coming up to the General Assembly for charters. Whoever wishes to know the names of those who cared most for education in Virginia must form a roll from the incorporators on the Statute books.

This list has been faithfully compiled, with nothing in view but the genuine interest of the seventy and seven chief items of it. The work done, it appears that there has been a very even distribution of these items with respect to time and topography—twenty-three for the eighteenth century, twenty-six from thence to the year 1818, and twenty-six from 1818 to 1846. And although now and then there is more than one entry

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for one county, it is a little remarkable that the items fall with almost exact evenness for the Tidewater region, the region from Tidewater to the Blue Ridge, and that from the Blue Ridge to the Ohio river. All this may be taken to show that the State throughout its territory was about equally unmindful, or mindful, of the "great concern of schools."

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**1775.** HAMPDEN SIDNEY ACADEMY, PRINCE EDWARD COUNTY. ESTABLISHED FEBRUARY, 1775, BY THE PRESBYTERY OF HANOVER.*

Samuel Stanhope Smith, a graduate of the College of New Jersey, was the first President, later President of the College of New Jersey. Patrick Henry and James Madison were among the first trustees. More than a hundred students were in attendance at the first session of this academy, the number growing very much less afterwards: the staff of instructors numbered four, all Princeton men. In 1779 President Smith was succeeded by his brother, John Blair Smith, (also a graduate of Princeton, and later President of Union College, New York), under whom the academy was chartered as the College of Hampden-Sidney, in 1783.

In 1784 the entrance requirements to the Sophomore, or lowest class, of this college were: 'The English grammar, Caesar's Commentaries, Sallust, Virgil, and the Roman Antiquities.' In 1812 it was enacted that the students in the college grammar school should read 'the whole of Corderius's Colloquies; 3 dialogues in Erasmus; Selectae e veteris, part 1st; the whole of Selectae e profanis; Mair's Introduction (to Latin Syntax); Caesar's Commentaries, 6 books of the Gallic, and 2 of the Civil War; such parts of the Roman Antiquities as shall be prescribed by the President, the whole of Sallust; Virgil to the end of the 6th Aeneid:

* "The cultivation of science is ever esteemed an object of great importance by the wise and good. They who have turned their attention to it with the most success are always the most anxious to promote it amongst others. That liberality of sentiment, that refinement of soul, that capacity for public usefulness, and that unaffected morality and religion, which usually accompany real knowledge, are strong inducements to the judicious, to desire an extensive diffusion of its salutary influence.

The Presbyterian Clergy in Virginia have uniformly aimed at this from their first settlement in the country. In their collective capacity they are known by the name of the Presbytery of Hanover: they have in general a good share of learning, and have the promotion of morality and religion much at heart. Engaged by such motives, they have repeatedly instituted and patronized Seminaries of learning in their different circles. But the small degree of influence which they possessed in the older country under the establishment of an Episcopal Church, and the narrowness of their private fortunes, rendered their efforts of that sort very feeble, and no remarkable advantage was derived from their small, local schools.

Convinced of the necessity of something more extensive and popular, they endeavored to erect and promote by subscription, a public Academy; in which the various parts of Science should be taught, and which should render education more conveniently attainable, in counties remote from the seat of government, where the College of William and Mary had been long before established. In the year 1772 an attempt of this kind was made, but through some fatality, the benevolent design miscarried. Two years afterwards, when they had recovered a little from their discouragement, it was repeated with greater success.....

Such was the original of the Academy since distinguished by the name Hampden Sidney, expressive of those ideas of liberty, both civil and religious, which the Institution was designed to cherish; and such were the principles upon which it was reared." [MS. *Record preserved in the Library of Hampden Sidney College, composed in* 1782, *and printed in the Calendar of Board Minutes of the College*, p. 7ff.]

Horace (the indelicate parts excepted); commit the Greek Grammar; and read in Greek Testament St. John's Gospel, the Acts of the Apostles, the Epistle to the Romans, the Epistle to the Hebrews, and 33 dialogues of Lucian—the student shall then enter the Freshman Class.' In 1824 a committee of the trustees of Hampden-Sidney College reported a revised Course of Study, beginning with the 'Academy attached to the college: Adam's Latin Grammar; Corderius; Epitome Historiae Sacrae; Latin Tutor; Caesar's Commentaries; Virgil and Latin Prosody; Sallust; Cicero's Orations; Hackenberg's Greek Grammar, by Goodrich; Greek Delectus; Jacobs' Greek Reader; Dalzel's Collectanea Graeca Minora, and Greek Prosody; Neilson's Greek Exercises, and Knappius's Greek Testament—Lempriere's Classical Dictionary, Tooke's Pantheon, and Adams' Roman Antiquities to be consulted and studied so that the student may explain all Classic allusions—Murray's English Grammar, Webbers' arithmetic, Elements of Geography and Ancient History. The students are to perform such exercises in elocution and composition as the Preceptor may direct.'

The earliest distinct reference to this preparatory department of Hampden-Sidney College is for the year 1809. With brief intermissions, the department seems to have been maintained from that time until 1860.

[*Calendar of Board of Minutes; Hampden-Sidney College* 1776-1876, Richmond, 1912, pp. 9, 11, 29, 64, 93, 140.]

Of the academy of 1776, President Smith stated: "The system of education will resemble that which is adopted in the college of New Jersey, save that a more particular attention shall be paid to the cultivation of the English language than is usually done in places of public education."

Regarding the work done by the College of Hapden-Sidney, President Cushing made an interesting statement in 1834: "Although the institution has had to encounter many difficulties for want of funds, yet it has generally been in successful operation, and has educated upwards of 2,000 young men; many of whom have been of eminent usefulness, and some of great abilities. More instructors have emanated from this institution than from any other in the Southern country."

*Calendar of Board Minutes*, etc., p. 14.
*Gazetteer of Virginia*. By Joseph Martin. Charlottesville, 1836, p. 266.

**1776.** LIBERTY HALL ACADEMY: ROCKBRIDGE COUNTY.

Established by the Presbytery of Hanover in May, 1776. In 1749, Robert Alexander conducted a mathematical and classical school near Greenville in Augusta county, called the Augusta academy. Mr. Alexander was a Master of Arts of Trinity College, Dublin, and his school, the "first classical school in the Valley of Virginia, was continued by an un-

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interrupted succession of principals and assistant instructors, on successive sites, until it gradually developed into Washington and Lee University."

Robert Alexander was succeeded by the Rev. John Brown, a graduate of Princeton (1749), who in 1774 employed William Graham (Princeton, 1773) as his assistant, Graham becoming principal of the school in 1776. It was this school that the Presbytery of Hanover took over in 1776. The academy was chartered, with college powers but without the title, in 1782, becoming Washington College by charter in 1812. (*Catalogue of the Officers, etc., of Washington and Lee University,* 1888, p. 7.)

William Graham, the first rector of Liberty Hall Academy, was a remarkable man. His method of instruction, as described by an eyewitness, 1780, was effective: "It was noon, the hour of recreation. Here was seen a large assemblage of fine, cheerful, vigorous looking youth, apparently from ten to twenty years of age. They were mostly engaged in feats of strength, speed, or agility. Presently the sound of the horn summoned all to the business of the afternoon. The sports were dropped as by magic.* Now you may see them seated singly or in pairs, or in small groups, with book in hand, conning over their afternoon's lesson. One portion resorted immediately to the hall, and ranging themselves before the preceptor in semi-circular order, handed him an open book, containing their recitation. He seemed not to look into the book, and presently closed it; thinking, as I supposed, that he knew as well as the book. Of the recitation I understood not a syllable. It was observable that during the recitation, the preceptor gave no instruction, corrected no errors, made no remarks of any kind. He seemed to sit merely as a silent witness of the performance. The class itself resembled one of those self-regulating machines of which I have heard. Each member stood ready, by trapping and turning down, to correct the mistakes of his fellows. During the recitation an incipient smile of approbation was more than once observed on the countenance of the preceptor, maugre his native gravity and reserve. This happened when small boys, by their superior scholarship, raised themselves above those who were full grown. This class having gone through, several others in regular order, presented themselves before the teacher and passed the ordeal. The business of the afternoon was closed by a devotional exercise. The systematic order of the place struck my attention. A signal called the whole school together; a signal announced the hour of recitation; each class was summoned to its recitation by a signal. These signals were obeyed without delay—and without noise. The students might pursue their studies in the hall or the open air as pleased them best. Talking or reading aloud in the hall was not permitted except to the class reciting. The dignity

* cf. Description of "Willington Academy," South Carolina, 1804—in Waddel, *Academic Memorials,* Richmond, 1891, pp. 49ff.

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of the preceptor and his well-known fitness for the station, gave him respectability and he was respected." (*Washington and Lee Historical Papers,* No. 1, pp. 108-110.)

As to the number of pupils who attended Liberty Hall Academy during its earlier career there is no record, but it is inferred that the number was as often under as over twenty-five. The tuition fee was 4 pounds per annum. From 1796 to 1812 the academy was called Washington Academy, General Washington having endowed it. For several years before 1805 the number of students was extremely small, and they chiefly were grammar boys. Towards 1809, the average attendance was about fifty, including the grammar school which at that time was taught by the same instructors as those who taught the more advanced classes. The scale of studies in the grammar school began at the end of the four fundamental rules of arithmetic and ended with Virgil. But little attention was bestowed upon the English language. (*Washington and Lee Historical Papers,* 1, 38; IV, 25, 27.)

"After Washington Academy became Washington College, in 1812, the grammar school was continued until 1842. This school "which had practically been a part of the college, was in 1829 set off to itself under the title of the preparatory department. Nicholas Brown Seabrook (guaranteed $450, but irregularly paid) was made its first principal. The number of pupils did not much exceed a dozen, and their age ranged from six to fourteen years. The educational doctrine which prevailed at that time required boys to be put to studying Latin as soon as they had acquired English enough to read the rules of the Latin grammar without much difficulty. In 1830 I passed into the preparatory department of the college from the Franklin school, which was taught by Dr. John W. Paine in Lexington. I entered that school at about five years of age, and studied the 'three R's' chiefly, with, I think, some effort at geography, and in two years was considered sufficiently advanced to take up Latin: so that at six and a half years I was sent to Mr. Seabrook. My recollection is that whilst a very short Latin grammar lesson was required daily, the most of my time was occupied in prosecuting the same primary studies which I had been pursuing in Dr. Paine's school. These studies, with the exception of geography, were not noticed in the great and awful day of examination before the college faculty and trustees. Only the Latin was thought worthy of their official notice.

These examinations were semi-annual, and were conducted orally in the presence of the entire faculty and board of trustees. They sometimes commenced at six o'clock in the morning, were suspended for breakfast, and continued all day with an intermission for dinner. The examinations began with the preparatory department on Monday morning, and were continued day after day for a week or more, including the college classes. The examination in March, 1831, was a typical case. They first

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made a microscopic examination of a boy of seven years of age, the youngest specimen, to see whether they could find in him the parts of speech, and the first four declensions according to Adams' Latin grammar. Then came two boys, who were examined on some more advanced parts of the grammar. Then arose three boys, one of whom was Samuel Wallace, subsequently the Texas hero, who read and parsed certain passages from *Selectae Veteri Testamenti Historicae*.....

Others were examined on Cornelius Nepos and Cicero's Orations. Finally, Warwick of Bath county, passed an approved examination upon Jacob's Greek Reader, and *Selectae e Profanis*. These eleven grammar school boys were under the fire of this heavy ordnance for two days—certainly a high testimony to the faithfulness of the faculty and trustees. Their estimate of the boys was recorded thus: One distinguished, seven approved, and three disapproved. .....

At a meeting of the board, June 30, 1842, it was resolved to discontinue the grammer school as an appendage to the college: no doubt the expectation being that more than one classical school would be conducted in the county by private teachers, which proved to be the case; James H. Paxton and Jacob Fuller having each established a classical school, the one near his home on North river, and the other in Lexington. Col. Paxton's school was continued for many years and did a work of great value to the community and to the college. But for some unexplained reason, classical schools have not been maintained in Rockbridge county (written in 1893) with the zeal and success which their importance demand."

[*Washington and Lee Historical Papers*, No. 4, by Dr. William H. Ruffner, pp. 13-15, 68.]

**1778.** WASHINGTON-HENRY ACADEMY: HANOVER COUNTY.

"Hanover, January 26, 1778.

"We, the subscribers taking into serious consideration the present affecting circumstances of our country, and being fully convinced of the high importance of learning and virtue, to promote and support the public weal, from an unaffected attachment to the interest of the American States in general, and of this in which we live in particular, have unanimously agreed and resolved in reliance on the kind concurrence of Divine Providence to use our utmost endeavors to establish an academy under the direction of the Rev. Mr. Daniel McCauley for the instruction of youth in the learned languages, arts and sciences, etc., in Hanover county, and parish of St. Paul's."

More than two hundred subscribers paid their subscriptions, and those who had paid as much as 10 pounds met in March, 1778, and elected trustees. This board soon after purchased 500 acres of land for the

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academy, and had suitable buildings put up. The beginning was very auspicious, for in a few years, as appears from the records, the Board was obliged to restict the number of students.

The Rev. Daniel McCalla,* the first President, was a graduate of Princeton, 1766. He was succeeded by the Rev. John Blair, (Princeton, 1775), who came into his perquisites of "houses, lands and orchards" in 1782, and remained in charge until 1792; when he removed to Richmond, and later established his own school there. From 1790 to 1797 there is a gap in the records. In 1802 a lottery was resorted to, the funds being inadequate. In 1806, under the principalship of the Rev. Thos. Hughes, there was a fire, which destroyed the buildings. During the ten years from 1809 to 1820 there were eight principals in charge, one of whom had to be removed on a warrant of forcible detainer. In 1824 there was a regulation adopted by the Board that "no teacher should be a farmer"—that is, himself farm the academy lands. By 1841 the buildings had become dilapidated notwithstanding a slight aid from the Literary Fund of the State in 1838, and the trustees sold off 200 acres of land. In 1858,† the academy session was ten months, with a $20 fee for the English branches, and $30 for the languages.

From the records of the Board of Trustees, (which have been preserved), it appears that Washington-Henry Academy was in operation pretty continuously up to 1860. The school is now a County High School with five teachers, the Academy Trustees giving the use of their buildings and grounds.

The Rev. Thomas Hughes, principal of the academy from 1805 to 1809, has been described by one of his pupils of the year 1809. "This school had, at that time, been in operation half a century (?) and was still prosperous. Mr. Hughes was an Episcopal minister, rather of the colonial stamp, who dressed neatly and in the fashion of that day, wearing a coat with very broad skirts and enormous pockets, vest with flaps, small clothes, snow-white stockings, large knee and shoe buckles of pure silver, and a white flowing wig. Every day at noon the boys were assembled for prayers, when a portion of the Psalter and a prayer were read."

MS. *Records of the Board of Trustees of Washington Henry Academy:* in State Library, Richmond.
*Virginia Educational Journal,* VIII, 258-261.
*William S. White and His Times: An Autobiography.* Rchmond, 1891, p. 23.

**1783.** FREDERICKSBURG ACADEMY: SPOTSYLVANIA COUNTY.

In May 1783 the General Assembly passed an act to vest the gun-factory and public lands at Fredericksburg in trustees for the purposes

* Dr. McCalla, who died in South Carolina in 1809, was a prolific author. Among his works, *Hints on Education; in Fourteen Numbers.* cf. Alexander, *Princeton College in the 18th Century.*

† In 1849 Lewis Minor Coleman established his famous "Hanover Academy" at Taylorsville, Hanover county.

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of an academy—"Whereas all institutions for the education of youth, and the advancement of science, have particular claim to the encouragement and patronage of the legislature; and it is represented to this present general assembly, that the gun-factory at Fredericksburg, and the lands belonging to the public thereto adjoining, will, if converted to the purposes of an academy for the education of youth, and particularly of those whose indigence of situation will otherwise deprive them of that advantage, be of great utility Therefore enacted, that the said gun-factory and the lands thereto adjoining belonging to the public, together with all the buildings and appurtenances thereon, be, and the same are hereby vested in Richard Henry Lee, junior, Joseph Jones, John Skinker, William Fitzhugh, Charles Carter, Edward Stevens, French Strother, William Moore, Thomas Towles, Mann Page, Edmund Pendleton, and Thomas Lomax, trustees, and their successors forever." The proviso was attached, that if the trustees did not convert the gun-factory into an academy within five years, the grant should revert to the Commonwealth.

In 1796 a Charity School was established in Fredericksburg, and four years later (Hening: *Statutes,* Supp. II, 222) the funds of the academy, which had been discontinued several years, passed to the Charity School. In 1834, according to *Martin's Gazetteer*, there were in Fredericksburg "5 male and 7 female schools, besides 2 free schools, 1 male and 1 female, which are incorporated and endowed, the former having forty and the latter eighteen pupils," and to each of the five churches was attached a Sunday school. It is possible that the Charity School of 1796 was a school for both boys and girls. A distinct charity school for girls, (existent as early as 1802: *Fredericksburg Gazette,* March 7), was incorporated in 1808; and a distinct Male Charity School was further endowed with land in 1815. The Fredericksburg academy as first established, looked especially to charitable purposes, and seems to have been converted entirely to those ends. Formally, nothing seems at once to have taken the place of the first establishment. But Fredericksburg afterwards was not without schools of the academy type. Thomas Ritchie, the celebrated editor of the *Richmond Enquirer,* had a school there which he gave up to found the *Enquirer* in 1804 (McCabe, *Virginia Schools*, p. 65). Before 1825 the Goolrick School at Fredericksburg* was well established. (Slaughter, *William Green,* p. 14). Before 1832 there was

* John Goolrick was an Irishman. He was assisted in his school by his son, George. Mr. John Goolrick was assuredly one of the eminent characters of Fredericksburg. He was deeply skilled in mathematics. He believed in geometry, and such was the thoroughness of his methods that several pupils in his school were able to stand up before him, and upon his calling by book and number for any proposition in Euclid, to repeat the theme instantly and give the demonstration. The blackboard in his day was unknown, but the geometrical figures were projected by rule, scale, and compasses, and were, therefore, far more symmetrical than any that now appear on the blackboard. He not only delighted to teach geometry, but trigonometry, both plane and spherical—surveying and navigation—algebra even to the differential calculus, and conic sections to the hyperbola and the asymptotes. His modes of discipline were only two—keeping in after school hours and the rod.

Thomas H. Hanson was originally from Georgetown, and was educated for the bar. He was a fine classical scholar; and the Greek and Latin languages, the history, and the antiquities of

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Thomas Hanson's classical school (Minor, *Southern Literary Messenger,* p. 246.) Richard Sterling, a graduate of Princeton, kept a classical school in Fredericksburg about 1846.

General Dabney Maury in his *Recollections,* (p. 13), mentions Lawrence's Classical School as well known.* About 1834, the famous "Concord Academy" was established near Fredericksburg. Hardly less famous, in its time (c. 1825) was John Lewis's "Llangollen" school also in Spotsylvania county. "Mr. Lewis† had been a lawyer, and had law students. He taught English, Mathematics and Latin. Students in Greek took lessons from Mr. Boggs, a neighboring Episcopal minister. The chief end of Mr. Lewis's teaching was to make his pupils understand and appreciate the beauties of thought and expression in the standard Latin authors, and translate them into pure idiomatic English." (Slaughter: *William Green,* p. 14).

Spotsylvania county was in a region of schools before 1860. The Colemans, for three generations, were teachers at "Concord," in the adjoining county of Caroline, beginning their work soon after the Revolution (McCabe, *Virginia Schools,* p. 40.)

Hening, *Statutes at Large,* XI, 204.
Martin's *Gazetteer of Virginia,* p. 281.
McCabe, *Virginia Schools Before and After the Revolution,* Charlottesville, 1890.
Slaughter, *Brief Sketch of the Life of William Green,* Richmond, 1883.
Minor, *The Southern Literary Messenger,* Washington, 1905.
Maury, *Recollections of a Virginian,* New York, 1894.

**1783.** MAURY'S GRAMMAR SCHOOL: WILLIAMSBURG.

After Christmas (1781) John Randolph and his brothers were sent to Walker Maury's school in Orange county. At the school in Orange, the young Randolphs remained until about the middle of October, 1782, when it was broken up and Mr. Maury removed to the city of Williams-

Greece and Rome were sedulously taught in his school. [Robert R. Howison, *Fredericksburg. Past, Present, and Future.* Fredericksburg. 1898, pp. 50-51.]

Dr. Howison unfortunately has assigned no dates for these schools. He remarks (p. 46), "the material that has reached me would enable me to treat quite fully of the schools in and about Fredericksburg from the year 1800 to the present time"; and (p. 57) "the schools of Fredericksburg have always been good."……

Dr. Howison left a manuscript autobiography which gives a few more school details for that region, but the material has not been released for publication.

In 1826 the General Assembly authorized a lottery of $50,000 'for the purpose of establishing and endowing an academy in the town of Fredericksburg.' Trustees were incorporated in 1838. It may have been Hanson's Classical School that was thus incorporated. The new Fredericksburg Academy received aid from the Literary Fund for a few years after 1840. In 1845 there was a principal, and two assistants. In 1846, the report stated that the building was of three rooms, and that the number of pupils was 65. 'The instruction, classical, mathematical and English, thorough, and seldom fails to make superior scholars.' [*Journal and Documents,* Doc. No. 4, 1842-43, 1845-46, 1847-48.]

The Rev. John Woodville, of Whitehaven, England, for years Minister of St. Mark's Parish, Culpeper county, was about 1789 Professor of the Humanities at the Fredericksburg Academy, Gilbert Harrow being the Professor of Mathematics. [Slaughter, *History of St. Mark's Parish, Culpeper,* p. 49.]

* John G. Lawrence, of South Garden, upper part of Caroline county, advertised his school in the Richmond *Enquirer,* for January 16, 1827.

† Mr. Lewis went to Kentucky about 1832. See his letter dated "Llangollen," Ky., printed in *Southern Planter,* IV, 22; he is described by the editor as a 'distinguished writer on agriculture and the most practical farmer of his day.'

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burg. He had been invited to that place to establish a grammar school as an appendage to William and Mary College, in which there was no professorship of humanity existing at the time. The school was regulated most judiciously; and was soon attended by more pupils than any other grammar school that had been before established or for a long time afterwards existed in Virginia. More than one hundred, at one time, were in attendance, including boys from every State in the Union from Georgia to Maryland, both inclusive. Such a number of pupils made it necessary that they should be divided into classes. The greater proportion of these classes were consigned to assistants, of whom there were four. John Randolph was placed in the fourth class, which was the head class, assigned to the superintendence of the chief usher, a Mr. Elliott. When the class was so augmented, it was reading, and had nearly finished, Eutropius. In a short time after young Randolph joined it, the class had made such progress that it was transferred from the usher's department to that of the principal. It then became the third class. While John Randolph continued a member of it, which was more than a year, it was engaged in reading Sallust and Virgil, and had made some progress in learning the Greek and French languages, and the elements of Geometry. Though he complained of having learned but little at this school,* his attainments for the short time he was connected with it must have been very considerable. While there (aetat. 10) he learned to repeat the Westminister Greek grammar by heart.

It was around the base of Lord Botetourt's statue, in the old Capitol,† the great clock, now removed to the church in Williamsburg, vibrating overhead, that he committed his lessons to memory. His attainment in Latin also must have been very considerable. The boys were in the habit of acting plays in the original from Plautus and Terence. (*Life of John Randolph of Roanoke,* by Hugh A. Garland, New York, 1850, vol. I, p. 20.)

* Walker Maury was the son of the Rev. James Maury, teacher of Thomas Jefferson. James Maury's son Matthew (uncle of Commodore Maury) kept up the Maury School in Orange county. cf. *Life of William Fitzhugh Gordon.* By A. C. Gordon. New York. 1909. pp. 48, 49, 63, 66, 67.

Mr. Maury died in his 36th year, Oct. 11, 1788, "Minister of Elizabeth River parish, and Master of the Norfolk Academy." (*Virginia Mag. of History and Biography*, XIII, 426.) Therefore he was not long in charge of this Williamsburg Grammar School; the school seems to have been independent of the college. From the History of the College of William and Mary (Richmond, 1874), it appears that there were regularly appointed Masters of the College Grammar School only from 1742 to 1764, before the Revolution, and that there was no College Grammar School after the Revolution until 1866. Among the early masters, the most conspicuous was Goronwy Owen (1758-1760), the last of the Welsh minstrels.

The Faculty of the College ordered in 1756, "yt ye young gentlemen, when they leave the Grammar School, shall be obliged to appear in Academical dress."

† cf. Schoepf, *Travels in the Confederation*, 1783-1784. Philadelphia, 1911. Vol. II, p. 78. "The Capitol at Williamsburg is spacious and well carried out, and since at the time no better use can be devised for it, a Latin school is to be there installed."

In 1849 the Corporate authorities of Williamsburg were authorized to convey to the trustees of a Williamsburg Academy in that year, the lot of ground "whereon the capitol formerly stood, together with the appurtenances thereto belonging." At the same time the charter of the Female Academy of Williamsburg, granted in 1839, was repealed.

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1785. BOTETOURT SEMINARY: BOTETOURT COUNTY.

An act incorporating trustees for establishing and conducting a seminary of learning, at the town of Fincastle, in the county of Botetourt:

"Whereas it is the interest of all wise, civilized and free governments, to facilitate as much as may be, the diffusion of useful knowledge among its inhabitants: And whereas to this end sundry persons of the county of Botetourt have given considerable donations, for the purpose of endowing and supporting a seminary of learning, at the town of Fincastle, in the said county, and have represented to this present general assembly, that their designs would be much accelerated were a law to pass incorporating them into a body politic, etc., etc.

The said president, wardens, and directors, or any seven of them, shall have full power and authority to meet at such times as they shall think proper, and determine in all cases where a greater number of poor and indigent apply for admission than the funds can support, (to whom the preference shall be given) and to continue those so admitted for such length of time as they, or a majority of them, shall think necessary, having regard to the genius and capacity of the students, and of directing the study of such to any branch of literature, to which in their opinion the genius of the student is best adapted. . . . The treasurer, previous to his entering on the duties of his office, shall give bond, with security to be approved by the corporation, in the penalty of three thousand pounds."

This act of incorporation was amended and re-enacted in 1824, provision being made for a new board of trustees (as if the institution had lapsed); the powers of the new board were the same as those of the old. Botetourt Seminary, as planned was an institution of extraordinary designs.

Martin's *Gazetteer* gives the town of Fincastle an academy in 1834. This may or may not have been the seminary, for in their first report to the second auditor, the trustees of the seminary state that the institution "opened in May 1837," with forty students, the Rev. Thomas Brown, principal, and that there were fifty to sixty students in sight. This report may be taken to mean that Botetourt seminary had been closed for some years before 1837. The next report of the trustees gives the seminary fifty students, a principal and assistant, supported by the tuition fees, plus an appropriation of $500. Apparently the guaranteed salary was from endowment. In their report for the year 1841, the trustees give the number of pupils as fifty-seven. Major Joseph W. Anderson (b. 1836), was a pupil at Botetourt seminary about 1845: "When not yet ten years old, he was sent to the Botetourt seminary, then under the charge of a graudate of the Virginia Military Institute."

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It is regretted that more information is not to be had regarding this interesting foundation.*

In 1838 the James River Academy, Botetourt county, was incorporated.

Hening, *Statutes at Large*, XII, 201.
*Acts of Assembly*, 1824, p. 75.
Martin, *Gazetteer of Virginia*, p. 328.
Doc. No. 4, in *Journal and Documents*, 1839, 1841-42, 1842-43.
Johnson, *The University Memorial*, Baltimore, 1871, p. 383.

**1785.** ALEXANDRIA ACADEMY.†

"For incorporating the academy in the town of Alexandria, be it enacted by the General Assembly (1786), that it shall be lawful for those persons or their respective heirs, who shall or may have contributed the sum of five pounds each, to the use of said academy, or a majority of them, to meet at the said academy on the second Monday in April annually, and then and there elect by ballot, thirteen fit and able men to serve and act as trustees of the said academy. . . . *Provided always and be it further enacted*, that the first annual election of the said trustees shall not take place, or be made, until the year one thousand seven hundred and eighty-eight; and that in the meantime, and until such election be made, George Washington, William Brown, David Stewart, John Fitzgerald, Charles Lee, William Baker, Isaac S. Keith, Samuel Hanson, James Hen-

* The Rev. Robert Logan, pastor of the Fincastle Presbyterian Church from 1800 to 1828, taught a classical and promiscuous school during that period. The Rev. Thomas Brown, an Englishman, had a large school at Fincastle from 1837 to 1845. His scholars were all boys, at times as many as a hundred, from Southwest Virginia and Botetourt county. His school building was for the second story a Masonic Hall. Mr. Brown was a most excellent teacher and a most excellent flagellator. His switches were supplied from Catawba by the Thompson boys, and were never under five feet in length. After Mr. Brown, the Rev. John Anderson, an Irish Presbyterian, was the principal, a man of great ability. He was succeeded by a Mr. Downs, who 'whipped off all the buttons on the coats of his scholars.' By 1856 the Academy, and a girls' school which had been well supported, were on the decline. Both were revived before 1860 by John S. Grasty, pastor of the Presbyterian Church. When he assumed charge he said, "To build up a church we must have good schools."

Holladay, *A Partial History of Fincastle Presbyterian Church*, Richmond, 1902, pp. 45-47.

† While there is evidence obtainable that there was a school at Alexandria as early as 1739, the first record I have come across is in the old Ordinance book of Alexandria Town, which contains the minutes of the meeting of the Trustees of the town from its foundation until some years after the Revolution. I made a complete copy of this book last year. In 1767 the town school was taught in a part of the building on Market Square, then known as the Town Hall, and which occupied the site of the present Courthouse in the Market building. In February, 1767, there was much complaint of the negligence of the school masters who were responsible for the good condition of the school rooms. From time to time in the records this was mentioned, until in 1786 a schoolhouse was built on Washington Street, and Peter Wagener, the town clerk, allowed to take possession of the school rooms as an office for the town and county records. The school was called the Alexandria Academy, and General Washington endowed a free department here in 1797, and on the 22d of February of that year gave a sum for clothing poor children. These children assembled at Gadsby's Tavern and walked in procession to the schoolhouse on Washington Street. It is a strange thing, but no one seems to know just what became of the fund that General Washington left for the maintenance of the free department. Rev. Dr. McWhirr, a Presbyterian minister, was the teacher of the Alexandria Academy between 1792-1807. William B. Leary succeeded him and taught the school when Robert E. Lee was a pupil (previous to his entering the school of Benjamin Hallowell). Mr. King-Shay taught the Alexandria Academy for a number of years, and was succeeded by Samuel Beach, who was there when the school was closed during the Civil War. After the war Mr. Beach resumed his school and was in charge until the establishment of the Public School. It has been suggested that the Washington fund was used in the expenses incident to building the present structure. [Statement of Mrs. M. G. Powell, of Alexandria. The Cameron Club of Alexandria is collecting data in regard to the older schools of the city.]

A reference to this and the Alexandria Academy, which afterwards grew into the Washington School of today, will be found in the February number of *Harper's Magazine* for 1880.

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dricks, William Hartshorne, Josiah Watson, Benjamin Dulany, and Charles Simms, gentlemen be, and they are hereby constituted trustees of the said academy."

For many years before his death in 1799 General Washington had given fifty pounds a year towards the education of orphan children, or the children of indigent parents; and by will he left to the trustees of the academy in the town of Alexandria, four thousand dollars towards the support of a free school, established at and annexed to the Alexandia Academy, "for the purpose of educating orphan children, or the children of such poor and indigent persons as were unable to accomplish it by their own means." Already in 1785 General Washington had proposed to the trustees of the Alexandria Academy that they should apply the fifty pounds a year he was determined to give to the poor children of Alexandria. The trustees accepted the proposal, and gave it as their opinion that the whole of the annuity should be used for schooling.

About 1820 General Lee, then a boy in his teens, was a student at the Alexandria Academy under the tuition of Mr. Leary. Before entering West Point in 1825, he attended the famous school of Mr. Benjamin Hallowell, in Alexandria.

"Ben Hallowell, was a Quaker of the Quakers. His school stood high. 'Brimstone Castle,' the bays called it, on account of its color. Mr. Hallowell said that young Lee was an exemplary student."

It was no doubt Hallowell's school that Martin describes in his *Gazetteer*—"At Alexandria there is a boarding school for young men, in which the languages, mathematics, philosophy, and every useful branch of education is taught. A part of the course consists of a series of lectures on astronomy, chemistry, etc., in which the principles of the sciences treated of are illustrated by experiments with suitable apparatus." "There are also," adds Martin, "boarding schools for young ladies, one of them under the charge of four Sisters of Charity from Emittsburg, in the State of Maryland. There are also in Alexandria free schools for children of both sexes, and about 30 other schools, exclusive of Sunday schools." Martin does not mention the academy; it is possible his correspondent ranked it as the free school for boys, the free schools of the time being pay schools as well. There was an 'Alexandria Academy' in 1861.

Benjamin Hallowell's, 'Alexandria Boarding School,' was preparing boys for the University of Virginia in 1854.* The school was sold

* "The celebrated Quaker school teacher, Benjamin Hallowell, was born in Montgomery county, Penna., the 17th of August, 1799. He was prepared for teaching in the school of John Gummare at Burlington. After some experience as a teacher in Pennsylvania and Maryland, he came to Alexandria in the fall of 1824, where he opened a boarding and day school for boys on Orinoka Street. Robert Lee, who was then about seventeen years old and was preparing for West Point, was one of his first pupils. In the spring of 1826 Mr. Hallowell removed to the southwest corner of Washington and Queen Streets, to the large colonial house then owned by the Hooe family. In 1832 the property was sold to settle an estate and was bought by Mr. John Lloyd. This necessitated another move for Mr. Hallowell. He then purchased from the same estate the old sugar house and warehouse, which were about the middle of the square and adjoining his former residence. After thoroughly altering and renovating the two houses, the warehouse as a school

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to William H. Kemper, before 1860, who conducted it until the outbreak of the Civil War, being assisted by his two sons, Kosciuszko and Delaware Kemper (Lieut.-Col. C. S. A., Professor in Hampden-Sidney College, 1866-1882). 'After the war, Captain John S. Blackburn had a school for boys in the same building, formerly occupied by Benjamin Hallowell and William Kemper. Captain Blackburn died in 1912, and his school with him.'

Hening, *Statutes at Large*, XII, 392.
Sparks, *Writings of Washington*, X, 394; IX, 151.
Fitzhugh Lee, *General Lee*, New York, 1895, p. 22.
Martin, *Gazetteer of Virginia*, p. 479.
Johnson, *The University Memorial*, p. 637.
*Men of Mark in Virginia*, IV, 66, 116.
*Statement of Col. Francis L. Smith of Alexandria*, March, 1913.

room, the sugar house for his residence and dormitories, Mr. Hallowell entered a season of prosperity which yearly increased. His school had now gained a reputation almost boundless. Pupils came from Texas and Maine, from South America and the West Indies, and even a number from England. Soon his family consisted of over a hundred souls, including assistant teachers and professors of Drawing, Mathematics, Astronomy and the Languages. Constantly were pupils declined. Mr. Hallowell's weekly lectures on Astronomy, History and other subjects were largely attended by the citizens of Alexandria. About 1834 a number of gentlemen of the town established a Lyceum in order to have weekly lectures. A fine edifice was erected on the corner of Prince and Washington Streets, with a large auditorium and accommodation for the Alexandria Library, which was founded in 1793, and had until this time no permanent abiding place. Benjamin Hallowell was unanimously elected as President of the Lyceum Association, and for many years succeeded in making it an educational institution from which his pupils, as well as the public, derived much entertainment and improvement. Some of the most distinguished men of the country lectured here to large audiences. Among these were John Quincy Adams, Caleb Cushing, Samuel Goodrich ("Peter Parley"), and others. Mr. Hallowell, having been appointed City Surveyor, made use of his office in instructing his pupils, who derived great benefit from practical surveying in and around Alexandria.

In the spring of 1842, Mr. Hallowell's health broke down under the heavy strain of his duties as school master, and he gave up his school for several years to his nephews, Caleb and James Hallowell, who kept up the reputation of the school during Mr. Hallowell's sojourn at his farm in Montgomery county, Maryland. During his retirement, his proximity to the city of Washington enabled him to accept the chair of Chemistry at Columbian College. In 1846 he returned to Alexandria. He then built an observatory in the rear of his residence and here mounted a fine refracting telescope. He made many observations, and from time to time gave the results to various scientific journals. He also added a laboratory to his schoolhouse, where he was enabled to instruct his pupils in Chemistry.

Mr. Hallowell continued his educational labors until 1858, when feeling his responsibilities too heavy for his infirm health, he finally sold his property, and the good will of his school, to Mr. Wm. Kemper, of the University of Virginia (who, I may say here, remained in Alexandria until the commencement of the Civil War). Mr. Hallowell lived on his farm at "Rockland," Sandy Spring, Montgomery county, Maryland, for nearly twenty years among the Friends' Society and the sweet companionship of his wife and children. Not an idle life, but one full of good works for the betterment of his fellow men. The part he bore in the Indian Commission is a matter of history. While in Alexandria he succeeded in a project for providing the town with water and became in consequence the first president of the Alexandria Water Company. In appreciation of his benevolent works the city had engraved his portrait on its bonds issued shortly after the Civil War. Mr. Hallowell died the 9th of September, 1877.

As an example of Mr. Hallowell's discipline I may relate an anecdote. The school bell disappeared one night. After making a thorough search for it Mr. Hallowell called his boys together and told them that he could not keep young men who were guilty of so flagrant an act of insubordination, and he dismissed his whole school, except one little boy named Estes Sawyer, who slept in a trundle bed in Mrs. Hallowell's room. The next year Mr. Hallowell had a larger school than ever. Many years after this occurrence a former pupil wrote from California and told Mr. Hallowell that the bell was buried under the floor of the observatory, where it was soon located. The boys had employed a young carpenter of Alexandria to take up the floor one Saturday night. And the job was so well done that no sign of recent work was visible. Like all boys, they were up to a great many larks. One was ringing the bell of old Christ Church during the night and arousing the town. A boy would slip up in the belfry during the day and fix a piece of twine through the handle or ring of the bell. After dark a stout rope was hauled up, and the peals that rang out on the night air were something startling to the sleeping citizens. [Statement of Mrs. Mary G. Powell, 1913, Chairman of the Historical Section of the Cameron Club of Alexandria.]

Mr. Hallowell was Superintendent of Indian Affairs for Nebraska about 1869-70. See his *Memorandum of Proceedings of the Baltimore Yearly Meeting in Relation to the Western Indians*, 1869. See also letter to Hallowell from Samuel M. Janney, Indian agent, 1870, in *Memoirs of Janney*, Philadelphia, 1881.

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**1785.** LOUISA ACADEMIES: LOUISA COUNTY.

The Rev. James Waddell, celebrated as the "blind preacher," (described by Wirt in his Life of Patrick Henry), for the advantage of his own family opened a classical school at his house in Louisa county, 'over which he presided with a becoming reputation.' Dr. Waddell was a native of the North of Ireland, educated in Pennsylvania, and was of very considerable classical learning. He died in 1805, and became blind during the last years of his life. The Rev. John Todd of Louisa county (Princeton, 1749) had conducted a classical school at his home earlier than 1785, and in his youth Dr. Waddell had assisted Mr. Todd in his school.

Robert Lewis Dabney (b. 1820), a native of Louisa county, was taught at first in a neighborhood school conducted by his brother who had been a student "in the best private schools of the country and possessed an excellent and thorough knowledge of Latin (Cicero, Virgil, Tacitus, and Livy), of arithmetic, algebra, geometry, and surveying, and was well read in old English literature." Dr. Dabney's next school, in 1831, was presided over by Caleb Burnley,* an excellent young man of the neighborhood. From 1832 to 1835 Dr. Dabney was at school to Thomas Meredith, entering Hampden-Sidney College in 1836. His textbooks at Meredith's school were: Pike's arithmetic, and Madam Willard's Astronomical Geography; the New Testament as a reading-book; Ruddiman's Institutes of Latin Grammar, Ainsworths' Latin Dictionary, Corderius; Colloquia Scholastica, Caesar, Sallust, and Virgil, Cicero's Orations, and the whole of Horace; Bullion's Greek Grammar, Schrevelius' Lexicon Manuale Graecorum Latinum (Greek dictionary, the words defined in Latin), a part of the New Testament in Greek, Xenophon's Anabasis, and a compilation in two volumes octavo, called Graeca Minora and Graeca Majora, containing some simple Greek fables, and extracts from Xenophon, Herodotus, Plato, Homer, Anacreon, and other authors. "We parsed extensively, an excellent way now out of fashion." Dr. Dabney stated, in his old age, that he had 'prior to entering college, accomplished more work in the classics than is now required of a candidate for the degree of Bachelor of Arts, in order to his graduation.' For a few months before entering college Dr. Dabney rode seven miles once a week for special work in Day's Algebra and Simpson's Euclid, under the Rev. James Wharey. At Hampden-Sidney College he entered the Sophomore Class, half advanced; remaining at this college about a year and a half, he entered the University of Virginia in 1839 and was graduated Master of Arts in 1842.

John E. Massey (Superintendent of Public Instruction, Virginia, 1890-1897) attended in 1836 the Virginia Baptist Seminary. In 1839 he was a student at Dr. Gillespie's school in Louisa county, and the fol-

* About 1840, Caleb Burnley was principal of a large school at Jeffersonton, in Culpeper county. cf. Johnson, *The University Memorial*, p. 110.

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lowing year taught a large school in that county. In 1836 Martin states, p. 219, "there is but one permanent classical school in Louisa county." About 1860 Captain John Richardson's Pine Hill Academy, and Kemper (C. T.) and Harris's (T. M.) Aspen Hill Academy were active in Louisa county.

About 1850, in the adjacent county of Goochland, Napoleon B. Kean 'taught a classical, and mathematical school of high reputation.'*

Foote, *Sketches of Virginia*, Philadelphia, 1850, I, 379.
Jas. W. Alexander, *Life of Archibald Alexander*, New York, 1854, p. 227.
Alexander, *Princeton College in the 18th Century*, p. 7.
Johnson, *Life of Robert Lewis Dabney*, Richmond, 1903, pp. 25-30.
*Autobiography of John E. Massey*. Washington, 1909, pp. 17-18.
*Men of Mark in Virginia*, V, 326.
Johnson, *The University Memorial*, p. 423.
*Life of William Fitzhugh Gordon*. By A. C. Gordon. New York, 1909, pp. 48, 49.
*Atlantic Monthly*, 1870, pp. 163-166—the schooling of Lucian Minor.

**1786.** WINCHESTER ACADEMY: FREDERICK COUNTY.

A contributor to Martin's *Gazetteer*, writing of Winchester in 1834, says, "there is one academy for youth founded by an act of the Legislature as far back as 1788 (Winchester Academy Chartered in 1786). It has been in operation the greater part of the period since, and has had as many as 80 pupils in one year. It is estimated that at least 1,000 young men from different and distant parts of the State have been educated in part or entirely at this institution. This academy has maintained perhaps as high a reputation as any other similar institution in the State.

There are, besides the academy, an institute for young ladies, and eleven other schools. There are few places in the State, which present greater inducements to parents, desiring to have their children well educated than than Winchester." (*Gazetteer of Virginia*. By Joseph Martin, Charlottesville, 1836, p. 344.)

T. K. Cartmell, author of a recent history of Frederick county states: "Before 1787 there was a classical school firmly established in Winchester on Boscawen street. The old Winchester Academy building was an imposing strueture of brick and stone. The writer was a member of the class of 1855-58, of which many fell in battle near the old academy.

Mr. Thorpe's Winchester High School, at the west end of Piccadilly street—then called Angerona, was closed by the Civil War. (cf. Marshall, *The American Bastille*. Philadelphia, 1872, pp. 621-23. Cartmell, *History of Frederick county*, Winchester, 1909, p. 158ff.)

* WOODLAWN ACADEMY.

The third session of this school will commence on the 10th of September, 1856, and continue until 10th July following, making a session of ten months. Instruction will be given in Greek, Latin, French, and Spanish (in which languages the subscriber graduated at the University of Virginia); also in the elementary branches of Mathematics. The school is convenient to Louisa Courthouse, at which place scholars will be met with a conveyance.

Terms—Board and tuition for ten months, including everything, $160. Tuition for classical scholars, $50; English, $30—one-half invariably in advance. No scholar taken for less than five months.

D. M. QUARLES.

Address D. M. Quarles, or John T. Quarles, Ellisville, Louisa county, Va.

[Advertisement, *Southern Planter*. September, 1856.]

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The late Jas. R. Graham, D. D., for many years a resident of Winchester, made the following statement in March, 1913, shortly before his death:

"Mr. D. Holmes Conrad, of Martinsburg, wrote in his old age his early recollections of Winchester. Mr. Conrad was born in the year 1800. He entered the Winchester Academy in 1810. The school had then been taught for a number of years by Mr. Heterick, a Scotchman, a fine classical scholar and very enthusiastic and successful as a teacher, especially of Latin. When teaching the Latin classes he addressed his pupils and required them to address him only in the Latin language.

He was succeeded, though not immediately, by Mr. John (?) Bruce, also a Scotchman, and in his boyhood an acquaintance of the famous Dr. Chalmers. I cannot discover the exact year in which he took charge of the academy, but Mr. Conrad's brother, Robert Y. Conrad, who entered West Point in 1819, was prepared for entrance by Mr. Bruce. Between Heterick and Bruce, Col. Augustine C. Smith, a distinguished lawyer, had charge of the academy for a short time, probably from 1814 to 1816. He was the father of Professor A. Magill Smith, now living, and at one time the principal of the present "Shenandoah Valley Academy," of Winchester; associated with Mr. Bruce as teacher was William L. Clark. I cannot learn positively whether Mr. Clark became principal after the retirement of Mr. Bruce, but that is my impression, formed sixty years ago.

Next came for a short time Mr. Nicholas Murray (of Ballynaskea, Ireland, later a Presbyterian minister), and also for a short time Mr. J. J. Smythe, another Scotchman. The dates of their administrations I cannot give, but in the late 30's and early forties Mr. Thorpe was in charge, a fair scholar and good teacher, but with a temper that made it difficult for either trustees or pupils to get along comfortably with him. Yet when he left the academy, he established a private school in Winchester that was well patronized and quite successful.

Then about 1850 William Johnston, from Ireland, was principal and continued until a short time before the outbreak of the Civil War, when Mr. Peyton Clark assumed charge. While he was principal the war compelled the closing of the school. The building was destroyed. The academy was never reopened, at least under the old name. This academy maintained a fine reputation throughout its entire existence."

Soon after the Civil War the existent Shenandoah Valley Academy was established at Winchester, on the endowment of Richard Robinson of Louisville, Ky., a native of Winchester. The Rev. Dr. Graham was instrumental in merging the old academy into this.

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**1787.** RANDOLPH ACADEMY: HARRISON COUNTY (CLARKSBURG).

*Whereas* the inhabitants of the counties of Harrison, Monongalia, Randolph and Ohio, are, from their remote situation, deprived of the advantages arising from the establishment of the public seminaries within this State; and it is just and reasonable that the one-sixth of the fees of the surveyors of the said counties, which are now applied towards the support of William and Mary College, should be applied to the establishment of a public seminary within one of the said counties.

Be it therefore enacted by the General Assembly, that his excellency Edmund Randolph, Benjamin Harrison, Patrick Henry, Joseph Prentis, James Wood, George Mason, George Nicholas, John Harvey, Thomas Matthews, William Ronald, Henry Banks, William McClerry, John Evans, William John, Francis Worman, John Pearce Duvall, George Jackson, Benjamin Wilson, Nicholas Carpenter, John Powers, Archibald Woods, Moses Chapline, Ebenezer Zane, David Chambers, John Wilson, Jacob Westfall, junior, Robert Maxwell, and John Jackson, junior, gentlemen, shall be, and they are hereby constituted a body politic and corporate, to be known by the name of "The trustees of the Randolph Academy," and by that name shall have perpetual succession and a common seal. . . . . .

The surveyors of the said counties of Monongalia, Harrison, Randolph and Ohio, shall not be accountable to the president and masters of William and Mary College, for any part of the fees which shall accrue to them after the first day of January, in the year one thousand seven hundred and eighty-eight: And the bonds given by them for the yearly payment of one-sixth part of their fees to the president and masters of the said college, shall be, and are hereby declared to be null and void.

Each of the surveyors of the said counties shall, within one month after he shall be required by the board of trustees, give bond with sufficient security in a reasonable sum, for the yearly payment of one-sixth part of the fees which shall become due to him after the said first day of January, to the said trustees; and in case any one of the said surveyors shall fail or refuse to give such bond and security, he shall forfeit and pay to the said trustees the sum of one hundred pounds.* (Hening: *Statutes at Large,* XII, 638).

* In 1787 the General Assembly also enacted that the one-sixth of the surveyors' fees thereafter arising in that part of the Commonwealth known by the name of the Kentucky district, instead of being paid to the professors of William and Mary College, should be paid by the surveyors to the trustees of the Transylvania Seminary.

Large powers had been conferred upon Transylvania Seminary and an endowment of 8,000 acres of land, by act of assembly in the year 1780. The school was first opened in 1785, as a grammar school, taught by James Mitchell, at the house of the Rev. David Rice, both closely associated with Hampden Sidney College. This Seminary, by uniting with Kentucky Academy (opened in 1795 and also well endowed), became Transylvania University.

In 1788, Salem Academy, at Bairdstown, Nelson county (District of Kentucky), was chartered. Under the celebrated Dr. James Priestly, who assumed charge at once, this school was for some time one of the most noted in the region. The District of Kentucky was early interested in education, and with excellent results. cf. Lewis, *History of Higher Education in Kentucky.* (U. S. Bureau of Education.) Washington, 1899. pp. 12, 30, 35.

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The Randolph Academy seems to have been succeeded by* the Northwestern Academy at Clarksburg, opened about 1842. "Hon. T. H. Pierpont, West Virginia's war governor, taught in the Randolph Academy at Clarksburg, in 1839-40. The building was then an old one. And it was not adapted for school work. The course of study included the primary as well as the more advanced branches, and the instruction was thorough. Gov. Pierpont, at the age of 80, took great pleasure in recalling the list of his pupils in the old-time academy, and in tracing their careers."

Whitehill, *History of Education in West Virginia.* U. S. Bureau of Education, Washington, 1902, p. 105.)

At Beverley in Randolph county a substantial brick building was erected by the citizens and just completed at the beginning of the Civil War. Federal troops took possession of the building the summer of 1861, subsequently destroying it. It was never rebuilt.

Arnold, *Early Life and Letters of Gen. T. J. Jackson.* New York, 1916, p. 237.

**1788.** WARREN ACADEMY: FAUQUIER COUNTY.

In the act for incorporating this academy, passed October, 1788, the item occurs, "The lands conveyed to the former trustees of the said academy by Richard Henry Lee, Esquire, shall be vested in the trustees appointed by this act. The next year a lottery was authorized for the academy. In 1802, John Davis, the traveller, who at the time was about opening his school at Mr. Spencer Ball's, in Prince William county, speaking of the fervor of the neighbors for education, says: "Every farmer came to my house, who had any children to send to my academy, for such they did me the honor to term the log hut in which I was to teach. Each man brought his son, or his daughter, and rejoiced that the day was arrived when their little ones could light their tapers at the torch of knowledge! No price was too great for the services I was to render their children. If I would continue with them seven years! only seven years, they would erect for me a brick seminary on a hill not far off; but for the present I was to occupy a log hut, which, however homely, would soon vie with the sublime college of William and Mary, and con-

This most interesting charter of Randolph Academy is one proof of the early pull between west and east in the State. These fees were continued to Randolph Acadmy until 1819, when by the Revisal of that year, both the College and the Academy were denied any such fees. (Code 1819, I, 324.)

* But cf. Howe, *Historical Collections of Virginia* (1845), p. 301—"At Clarksburg two fine classical academies."

And see, *Memoirs of Stonewall Jackson.* By his wife. 2nd ed. Louisville, Ky., 1895, p. 8—"The Clarksburg Male Academy was conducted solely by George Torvis [Gowres?], an old Englishman, a thorough scholar, with long experience as a teacher. Jonathan Jackson (d. 1827), father of General Jackson, was at school to him."

For a good discussion of the early schools of western Virginia, see Miller and Maxwell, *History of West Virginia and Her People.* New York. 1913. Vol. I, pp. 194, 550-567.

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sign to oblivion the renowned academy in the vicinity of *Fauquier Courthouse."*

The academy of 1788 was at the courthouse, or near the courthouse (Warrenton). In 1834, Martin speaks of four primary schools at the courthouse, but does not mention the academy. Counties changed their seats of justice now and then, and academies were at times removed from their original place of establishment. The first accademy may not have thrived, and Davis may not have been sure of his distances. However, Martin says: "In the vicinity of Somerville, 20 miles S. E. of Warrenton, is one large and flourishing *male seminary,* in which is taught all the usual branches of education taught in our schools, and averaging generally from 60 to 80 pupils." In 1844, there was a "Warren-Green Academy" at Warrenton, where Gen. G. C. Wharton was prepared for the Virginia Military Institute.* Shortly before the war Richard M. Smith (later editor of the Richmond *"Sentinel"* and Professor at Randolph-Macon College) was the Principal of Warrenton Academy. The Wise Brothers, of Accomac county, seem to have succeeded Professor Smith. And about 1860 George Lewis Ball (Lindsay and Pope, successors) had an academy at Warrenton. Fauquier county was well supplied with classical schools for twenty years before 1860. Add the Armstrong Military and Classical Academy at Upperville; John Ogilvie's Academy at New Baltimore; Gray Carroll's Academy at Markham; J. Blackwell Smith's Academy at Bethel, and Major A. J. Jones's school at Morrisville.

Hening, *Statutes at Large,* XII, 685.
John Davis, *Travels of Four Years and a Half in the United States,* 1798-1802. New York, 1909, pp. 395-396.
Martin, *Gazetteer of Virginia.* Charlottesville, 1836, p. 174.
*Men of Mark in Virginia.* Washington, 1908, IV, p. 418.
*Statement of A. R. Bartenstein, Deputy Clerk, Fauquier Circuit Court.*

**1790.** MILLFIELD ACADEMY: SOUTHAMPTON COUNTY.†

Enacted by the General Assembly, December the 20th, 1790. "That it shall and may be lawful for John S. Mills, Benjamin Blunt, James Wilkinson, William Urquhart, John Taylor, Francis Boykin, George Purdie, James Wills and Samuel Kello, to raise by one or more lotteries, a sum not exceeding three hundred pounds, to be by them applied towards erecting an academy in the county of Southampton, which shall be called by the name of Millfield Academy."

Millfield Academy seems not to have prospered. Martin's correspondent (Temp. 1835) states: "Millfield Academy, a flourishing and well conducted seminary, on the main road leading from Jerusalem to Smith-

* In 1850 the Principal of the Warrenton Male Academy was R. A. Ezell, A. M. See "Address delivered to the students of the Warrenton Male Academy, of which R. A. Ezell is Principal, in June, 1850, by David A. Barnes, Esq., of Jackson, North Carolina." Raleigh, Seaton and Gales, 1850, p. 20.

† cf. Van Horne: *Life of General George H. Thomas.* New York, 1882, p. 2—"Thomas finished in his 20th year [1846] the prescribed course of studies at Southampton Academy, near his home. He then wrote for a short time in the office of his uncle, clerk of the county."

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field in Isle of Wight, 14 ms. from the former, and 18 from the latter. This school was first commenced in 1830, under the superintendence of Mr. Edward Smith, a gentleman distinguished for his classical knowledge, and his happy facility of imparting instruction. It is now under the superintendence of Mr. Wm. C. Clarke, a gentleman eminently qualified to discharge the duties of principal. The course of instruction is quite extensive, embracing all the higher branches of *science and literature* usually taught in schools of the first class. In 1835, it numbered upwards of fifty pupils—some of them from adjacent counties and a neighboring State. The institution is under the direction of a president and eighteen trustees."

Hening, *Statutes at Large*, XIII, 178.
Martin, *Gazetteer of Virginia*, p. 279.

**1791.** WARMINSTER ACADEMY: AMHERST COUNTY, (LATER NELSON COUNTY).

A lottery was authorized in 1791 for raising a sum not exceeding two thousand pounds, to be applied towards erecting an academy in the town of Warminister, in the county of Amherst. There is proof that the trustees acted until 1795, but it is not certain that Warminster Academy had any existence. The statement is made in Martin's *Gazetteer*: "Though called a village, Warminster consists at present (1834) of but three dwelling houses, and 2 store-houses, and a masonic hall nearly in ruins, which is sometimes used as a place of public worship. A classical school has been annually kept here, or in the immediate vicinity. Warminster for a number of years carried on a profitable commerce with the surrounding country, to the extent of 40 or 50 miles. The foundations of several of the largest estates in Virginia were laid here. The statute book presents several enactments authorizing lotteries for raising money to build an academy, a church, and for opening roads to this place; but it is not known that any of these were ever carried into effect."

Hening, *Statutes at Large*, XIII, 315-16.
Brown, *The Cabells and Their Kin*, Boston and New York, 1895, pp. 109, 214, 228.
Martin, *Gazetteer of Virginia*, p. 242.

**1791.** SCOTTVILLE LODGE ACADEMY: POWHATAN COUNTY.

"*Whereas* the Scottville Lodge of Free Masons have made application to this assembly to pass an act authorizing them to raise by way of lottery, a sum of money to be applied towards erecting a building in or near the town of Scottville, for the purpose of an academy, with a reservation of the upper story thereof to the use of the said lodge of Free Masons, etc., John Pride, Edward Carrington, William Giles, senior; William Ronald, William B. Giles, Samuel Pleasants, William Fleming, Littleberry Mosby, senior; Richard Crump, William Bentley, Tarlton

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Woodson, Frederick Woodson, John K. Read, John Royall, James Henderson, James Worrall, William R. Fleming, Peter F. Archer, Wade Woodson, John Ligon, James Clarke, Brett Randolph, John Archer and Joseph Eggleston, constituted the trustees of Scottville Lodge Academy."

This is the act of incorporation (abbreviated) for the Scottville Lodge Academy, to be found in Hening, *Statutes at Large*, XIII, 293. It would be interesting to know with accuracy how close was the connection in Virginia, before 1860, existing between the Masonic and other fraternal orders, and secondary, or for that matter, primary education. As was the case with the Scottville Lodge Academy, it is here and there clear that this connection was merely one of occupancy, by a lodge and a school, of the same building. See, for example, *Acts of Assembly* 1852-53, pp. 241 and 243, charters of the Meadesville (Halifax county), and White Post (Clarke county) academies, authorizing co-occupancy of the premises on the part of Odd Fellows, Masons or Sons of Temperance, in the one case the fraternal order to pay rent, in the others, to hold by trustees appointed.

Fraternal orders had their schools in the larger towns after 1840. These schools perhaps were charity schools, and the instruction not much beyond the primary grade. In 1841 was incorporated the Odd Fellows Male and Female Institute of Lynchburg;* in 1842, the Odd Fellows Male and Female Institute of Richmond; in 1847, the Petersburg Odd Fellows School; and in 1848, the Masonic School of Virginia, in Staunton. The anti-Masonic party had disappeared shortly after 1832. In 1853 the Abingdon Lodge of Odd Fellows undertook to establish a girls' school of high grade in the town of Abingdon, to be called the Martha-Washington College. The property passed from the hands of the lodge in 1858. [cf. Summers, *History of Washington County*. Richmond. 1903, pp. 569,571].

**1793.** SHEPHERDSTOWN ACADEMY: JEFFERSON COUNTY.

William Clarke had a school in Shepherdstown in 1793. In 1805 Dr. Moses Hoge, later president of Hampden-Sidney College, was conducting a classical school there. The Shepherdstown Academy was incorporated in 1813. In the Martinsburg *Gazette* (edited at one time by Nathaniel Willis, grandfather of N. P. Willis, the poet) for Dec. 9, 1813, there appeared a notice of the new chartered academy. The first and second classes were to pursue studies in Greek, Latin, surveying, Euclid, rhetoric, the use of the globes, history, grammar, natural and moral

* cf. *Calendar of Board Minutes, Hampden-Sidney College*, 1776-1876, p. 108. "Oct. 3, 1834. Committee to confer with Mr. Edward Colston; regarding a proposition made by him to the Trustees on the subject of the funds of the Grand Lodge of Virginia; and the education of indigent sons of Master Masons."

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science, composition and elocution. The third class was composed of such pupils as "are engaged in the acquisition of the minor branches of the English education." The price of tuition was for the first class $25 per annum; for the second class $20 per annum, and for the third, $15.

In 1816 N. S. Read was in charge of the academy. In 1832, a lottery was authorized for the institution. Jesse L. Frary was the principal from 1853 for a number of years.

The present Shepherd College, of Sheperdstown, is the direct outgrowth of the classical school, conducted for four years after 1865 by Joseph McMurran. Mr. McMurran, a native of Jefferson county, spent thirty years after 1852 in teaching, in Alabama, South Carolina, Virginia and West Virginia.

Dandridge, *Historic Shepherdstown*. Charlottesville, 1910, pp. 347, 289.
*Biographical Catalogue of Princeton Theological Seminary*, 1909, p. 103. (sub. Frary.)
Foote, *Sketches of Virginia*. 1st Series. Philadelphia, 1850, p. 562.
Sprague, *Annals of the American Pulpit*, IV, 483.
*Acts of Assembly*, 1813, 1832.

**1794.** HARRISONBURG ACADEMIES: ROCKINGHAM COUNTY.

The Methodists of Harrisonburg established a school in 1794, which was opened by Bishop Asbury. The rules adopted were that there should be no more than thirty scholars, at thirty-three shillings each per year; the school should begin in summer at 8 o'clock and be dismissed at 6, with two hours for recess, in winter beginning at 8 1-2 o'clock, dismissed at 4, with one hour for recess. In 1795 a grammar school department was added. This school seems to have been in operation in 1820. Early teachers were the Rev. Mr. Cole, the Rev. Joseph Smith, and Richard Fletcher.

In 1825 S. M. Hunter and Richard P. Fletcher opened the Harrisonburg Classical School. In 1840 the Harrisonburg Academy was incorporated; and in 1851 the Rockingham Male and Female Seminary was chartered as a joint stock company. Joseph Salyards was prineipal of the Rockingham Male Academy at Harrisonburg from 1857 to 1860; John W. Taylor reopened this school in 1860.

Wayland, *History of Rockingham County*. Dayton (Va.), 1912, pp. 283ff.
*Acts of Assembly*, 1850-51, p. 141.
*Life of Daniel Baker*, Philadelphia, 1859, pp. 97-98. About 1818 Dr. Baker taught Gessner Harrison, and Henry Tutwiler.

**1794.** PETERSBURG ACADEMY: DINWIDDIE COUNTY.

Incorporated in 1794, all the property of this academy was transferred in 1835 to the Anderson Seminary,* named in honor of a Scotch-

* Charles Campbell, the historian of Virginia as a Colony, was Principal of Anderson Seminary after 1855. From 1842 to 1855, he taught a classical school in Petersburg.
The Anderson Seminary, although for primary education, is worth a note.
On the 18th of June, 1812, David Anderson, for many years a merchant of Petersburg, died bequeathing his entire property as follows:
"After the death of Jingo (a negro man-servant), I hereby will and bequeath all the property,

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man, David Anderson, who left a bequest, effective in 1819, for the education of the poor of the city. The Petersburg Academy was succeeded by the Petersburg Classical Institute, incorporated in 1838, and of which Principal Saunders was in charge. In 1844 President Richard McIlwaine (Hampden-Sidney College) was a pupil of the Classical Institute, then conducted by the Rev. Ephraim D. Saunders, assisted by five or six men. "The institute was one of the finest, if not by all odds ahead, of all schools of its grade in the Commonwealth. Its scholars as I remember them, ranged in age from ten to seventeen or eighteen years, and numbered from one hundred and forty to one hundred and fifty. The building had five or six class rooms on the lower floor, and a commodious study hall on the second floor, which was also used as an auditorium. This room had a rostrum stretching from wall to wall, at the rear of which was a large case with sliding glass doors, containing a full supply of the most approved scientific apparatus. Maps hung on the walls, and globes stood on the ends of the rostrum. Mr. Saunders was a first rate principal and manager of boys. Three or four years later he removed to West Philadelphia, where he established a school even more successful than the one in Petersburg." (*Memories of Three Score Years and Ten.* Washington. 1908, p. 36.) The building used by the Classical Institute has in recent years been used as a public school. In 1848 the superintendent of the public armory was authorized to deliver to William McGee, principal of a classical and military school in the town of Petersburg, fifty of those muskets in the armory, condemned as unfit for use. Williams Thomas Davis, before 1850 in charge of the preparatory department of Randolph-Macon College, (and from 1862 to 1888, head of the Southern Female College at Petersburg), conducted a boys' school at Petersburg, 1851-1856. Branch and Christian's school was in operation just before 1860. About 1808, John Davis taught in the old Petersburg Academy. Davis was the author of a good many books, among them

which I have now will'd to him, and of which he had a life rent, to the Corporation of the town of Petersburg, of which the magistrates for the time being are the guardians, and in like manner this sum, which then ultimately becomes the property of the Corporation, is given to it under the express stipulation, that the interest shall be applied and expended in the education of poor Boys and Girls (white children) whose parents, on a full inquiry into their circumstances, are found unable to educate them in reading, writing, and the common rules of arithmetic; and in order that children may partake of this small donation as far as the fund will allow, I limit the period of any child's schooling to three years, from this fund, and that the children, as well as the parent or parents, shall be residents within the limits of this Corporation during said time."

In 1821, the fund having become available, a school on the Lancasterian plan was established, under the direction of a board of twelve trustees, chosen by the Common Council, three from each ward. The income, about $600, was supplemented by the quota of the Literary Fund, about $200, allotted to the town. For a number of years from sixty to seventy pupils were in attendance, the Common Council appropriating additional moneys from time to time. In 1838, a benevolent individual gave $2,000 towards a building. This was erected on the lot of the old Petersburg Academy, the trustees of which had been authorized to transfer the property in 1835, (Act of Assembly, March 10th). The school was continued, with varied success, the Common Council appointing trustees annually, until the organization of the public school system under the act of 1870. (Virginia School Report of Wm. H. Ruffner, Supt of Public Instruction, 1873, p. 152.)

In their report to the Second Auditor for 1838 (Journal and Documents, 1839, Doc. No. 4), the trustees say: 'The Seminary educates all children whose parents are willing they should receive gratuitous instruction.'

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"Travels of Four Years and a Half in the United States." (1798-1802.) He was of Salisbury, England, and returned to England.

*Three Centuries of an Old Virginia Town.* By Arthur K. Davis, Petersburg, 1912, p. 11.
Martin, *Gazetteer of Virginia.* Charlottesville, 1836, p. 162.
*Acts of Assembly*, 1847-48, p. 355.
*Men of Mark in Virginia*, Washington, 1908, IV, 87, 97.
*Farmers' Register*, IV, 768.

**1795.** NEW LONDON ACADEMY: BEDFORD COUNTY.*

Chartered in 1795, the next year the trustees were authorized to raise by lottery the sum of ten thousand pounds to defray the expenses of erecting buildings and establishing a permanent fund. Among the early principals were James Mitchell, George A. Baxter (later president of Washington College, Va.), Daniel Blain and Edward Graham (professors in Washington College, which in 1837 elected George E. Dabney professor of Ancient Languages, at the time principal of New London Academy). Dr. Baxter, Professors Blain and Graham were the principals perhaps until 1813. In 1826 Prof. J. McConnell resigned the office of principal, and was succeeded by the Rev. Nicholas H. Cobbs (1826-1830), later Episcopal Bishop of Alabama. From 1830 to 1854, principals were H. L. Davis, George E. Dabney, Alex. P. Campbell, the Rev. Thomas Brown, E. W. Horsley, and Castor J. Harris. The academy was further endowed in 1849, by will of Harrison Chilton, late a trustee. A description of the year 1834 states: "There were 50 pupils this year. The buildings consist of a handsome and commodious academy, a president's house, and a large brick church well enclosed. At this institution a student may be prepared to enter any of the colleges or universities with credit."

This academy in its time was one of the most useful in the State. Its reputation was very high. During the civil war the principal's house was burnt down, and troops destroyed all documents and papers in the desk of the Secretary of the Board.†

*General Catalogue, Washington and Lee University*, 1889, p. 49.
*Historical Sketch of Bedford County.* Lynchburg, 1907, p. 112.
*Washington and Lee Historical Papers, No.* 6, p. 32.
*Martin's Gazetteer*, p. 141.

**1796.** WARE PARISH ACADEMY: GLOUCESTER COUNTY.

A lottery was authorized in 1796 for erecting an academy on the glebe land of Ware Parish, in the county of Gloucester. This academy perhaps had no existence. In 1814 the proceeds ($12,801.93) of the

* Assigned to Campbell county in *Martin's Gazetteer*, 1836. At New London was the United States arsenal, later removed to Harper's Ferry.

† In 1871 an effort was made to reopen this academy as a free school, but without success. In 1884 an arrangement was made by which the academy was run in connection with the public school system. It is now an excellent high school. The Minute and Record Books of the Board of Trustees are in the possession of S. S. Lambeth, Jr., Bedford City, Va.

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sale of the glebe lands, Abingdon, Petsworth and Ware Parishes, Gloucester county, were appropriated to the purchase of a suitable site and the erection thereon of a poor house, work house and school house, the whole establishment to be denominated the Gloucester Charity School. After an experiment of two or three years the trustees were convinced that the cost exceeded the benefit, and accordingly resolved to sell the establishment and hold the proceeds as a poor fund. "It was thought best not to sell a part of the land vested in the trustees, called Peasly's."*

Hening, *Statutes at Large*, supp., II, 67.
*Journal and Documents*, 1830-31, Doc. No. 9.

**1796.** EBENEZER ACADEMY: BRUNSWICK COUNTY.

Samuel G. Ramsey was principal of this academy before 1817.

"This academy was founded by Bishop Asbury.† In 1840 my father entered me as a scholar. The academy was five miles distant from my home, and I rode horseback, every morning, carrying my dinner in a little basket, and my horse's dinner in a wallet or bag which was tied behind my saddle. When I entered, Mr. Hogan was the teacher; an old Irishman, of fine classical education, and a good teacher and disciplinarian. He was a true believer of the old school in corporal punishment, not only disobedience and mischief, but when he failed to impress a lesson on a boy's mind as he thought he should, he applied the birch without fail.

* cf. Hening, *Statutes at Large*, VII, 41ff (1756):
"Whereas Henry Peasley, formerly of the county of Gloucester, deceased, was in his lifetime, and at the time of his death, seized in fee-simple of a tract or parcel of land, containing six hundred acres or thereabouts, lying and being in the parish of Abingdon, in the said county, and being so seized, by his last will and testament, in writing, bearing date the seventeenth day of March, in the year of our Lord, one thousand six hundred and seventy-five, devised the same by description of the land he then lived on, together with ten cows and one breeding mare, for the maintenance of a free school forever, to be kept with a schoolmaster for the education of the children of the parishes of Abingdon and Ware, forever.

And whereas several slaves have been by different persons, since the above devise, given for the same purpose, but by reason of the inconvenient situation of the said land few children frequent the free-school kept there, so that the charitable intention of the said Henry Peasley, and the other donors is of little benefit to the said two parishes.

And whereas, it is represented to this present General Assembly, by the ministers, churchwardens and vestrymen of the said two parishes of Abingdon and Ware, that if proper persons were empowered to lease out the said land and slaves, the annual rents thereof would be sufficient to support and maintain a free-school in each of the said parishes for the education of the children residing there. Therefore, appointed as trustees and governors of the said land, slaves and other premisses the ministers, churchwardens, and vestrymen of the parishes of Abingdon and Ware, to have perpetual succession; they empowered to erect and found a free-school in some convenient part of each of the said parishes of Abingdon and Ware; they and their successors to nominate and appoint masters of the said free-schools—'which masters, before they be admitted to keep school, shall undergo an examination before the minister of the parish in which the school he shall be appointed master of shall be situated, and produce a certificate of his capacity, and also a license from the governor or commander in chief of this dominion'.....; the said trustees and governors to have full power and authority to visit the said free-schools, to order, reform, and redress all disorders and abuses, to remove the masters.

"Saving to the King's most excellent majesty, his heirs and successors, etc., etc., all such estate, right, title, claim, and demand, which they, or any of them, should or might have, of, in to, or out of the premisses, or any of them, or any part thereof."

† cf. "An address to the students of Ebenezer Academy, delivered in December, 1827, at the request of Henry Clary, A. M., President, in *Essays*, [Anonymous], Petersburg, Va. c. 1830.

Mar. 4, 1861. The trustees of this Academy were authorized by Act of Assembly to sell the real estate and pay the money arising therefrom to the superintendent of schools for indigent children in the county.

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After two sessions of my stay at the Ebenezer, Mr. Hogan left, and the school was taken charge of by a gentleman named Thompkins Rice. Mr. Rice was a Virginian and a native of Brunswick county, but he had been abroad for many years, and was educated at Oxford, England. He was among the best teachers I have ever met. He was moreover, a very genial man, and was greatly beloved by the boys; but he never abated a jot of his dignity. Mr. Rice never lost his temper or his equilibrium, but with great grace and good humor he could plant a birch, without ever missing the mark.

Our next master was a Mr. Lanier, a mild-mannered gentleman, no great scholar, but a good teacher—a man who made himself a companion to the boys in their sports, who won their love and ruled by love. Under his domination the rod ceased to appear. In January 1843 (age 15), I was sent to Randolph-Macon College to enter the freshman class, half advanced."

*Asbury's Journal,* II, 310.
*General Catalogue Washington and Lee University,* 1889, p. 54.
*Seventy-five Years in Old Virginia.* By John Herbert Claiborne, M. D., Washington, 1904, pp. 21, 27-29.
*Calais-Morale,* Autobiography of W. H. Wesson, Richmond, 1882, p. 10, p. 16.

**1797.** CHARLESTOWN ACADEMY: JEFFERSON COUNTY (THEN BERKELEY COUNTY).

The subscription papers of 1795 run: "It is proposed therefore to erect a seminary of learning in Charlestown, in which the Latin and Greek languages are to be taught, and in case of sufficient encouragement the French, likewise the English in all its branches; geography, astronomy, criticism, natural and moral philosophy, and all the different branches of the mathematics .. .. .. to encourage learning and diffuse knowledge, which are the ornaments and safeguard of liberty."*

Charlestown was founded by General Washington's brother Charles, and the lot on which the academy has stood for over a century was given by Samuel Washington. This academy has had practically an unbroken existence. (Whitehill, *History of Education in West Virginia,* p. 93.)

**1799.** BROOKE ACADEMY: BROOKE COUNTY (AT WELLSBURG).

This was one of the earliest schools in existence in the territory now included in West Virginia. The deed conveying the ground upon which the building was located was dated April 24, 1778. Philip Doddridge was of the board of trustees when the academy was incorporated in 1799. The school was continued with varying success for many years.† In 1848 the old building (described in 1836 as a two-story brick building;

* The elaborate plan of this academy at its founding occasioned an essay by Benjamin Henry Latrobe on a "National System of Education." See his letter to Ferdinand Fairfax, dated Richmond, May 28, 1798. *Journal of Latrobe,* New York, 1905, p. 64-82.

† cf. Martin's *Gazetteer,* p. 332—"At Wellsburg (1834) one academy in which are taught the Greek and Latin languages; 3 female and 1 male English school."

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the academy in successful operation) was torn down and a new one erected. In 1852 the property was taken over by the Meade Collegiate Institute, under the auspices of the Episcopal Church. The institute not proving successful, the building was for some years used for school purposes by W. H. Martin, and later by Geo. W. Russell. In 1862 the property reverted to the trustees of Brooke Academy, who sold it in 1865, when the building was converted into a dwelling. (Whitehill, ***History of Education in West Virginia,*** p. 102. *Journal and Documents,* 1839, Doc. No. 4.)

**1799.** LEESBURG ACADEMY: LOUDOUN COUNTY.

Although chartered in 1799, there had been a Latin school at Leesburg before that year. Dr. Schoepf, on his travels to the South, in November, 1783, was at Leesburg. He says: "From the high, pleasant, and healthful situation of this place, the proposal has been made to establish a Latin school here, and on the door of the tavern there was a special notice recommending the institution to the public which should certainly give it support, there being everywhere in America, outside the chief cities, a lack of suitable schools and educational establishments."

In 1834, Martin's *Gazetteer* describes Leesburg: "Three schools for males, one classical and two English; three for females, two of which have attained some celebrity." Howe's ***Historical Collections*** gives Leesburg "a very handsome academy recently erected;" (statement to be assigned to 1844). In 1850, the Leesburg Academy was under the direction of W. N. Benedict.

Schoepf, ***Travels in the Confederation,*** II, 30.
Martin's *Gazetteer,* p. 212.
Howe, ***Historical Collections of Virginia:*** sub Loudoun county.
Johnson, ***The University Memorial,*** p. 158.

**1799.** CULPEPER ACADEMIES: CULPEPER COUNTY.

In the year 1805, a lottery was authorized for the benefit of the Stevensburg Academy, Culpeper county, which had been incorporated in 1799. Martin's *Gazetteer* mentions no such academy in 1834. In 1835 the Jefferson Academy of Culpeper was incorporated, the elementary school of 1834 at Jeffersonton possibly having been so dignified. In 1840 Caleb Burnley taught "a large school of young men and boys at Jeffersonton. The Fairfax Academy of Culpeper (county seat called Fairfax) was incorporated, in 1845. David Turner had a school in this county, in 1855, which was perhaps a classical and mathematical school.

John Robertson, of Scotland, conducted a classical school for thirty years in Albemarle and Culpeper counties. He died in 1818 in Culpeper county, leaving a large collection of Latin and Greek authors. He

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was succeeded by the Rev. Samuel D. Hoge, and he, by the Rev. Herbert Marshall.*

Hening, *Statutes at Large*, supp., II, 176.
Index to Enrolled Bills, General Assembly of Virginia, 1776-1910.
*Men of Mark in Virginia*, IV, 418, 430.
Woods, *History of Albemarle County*, Charlottesville, 1901, p. 86.
*Great American Lawyers*, Philadelphia, 1907, VII, 133.
*Alumni Bulletin, University of Virginia*, V, 84.
Johnson, *The University Memorial*, p. 110.

**1800.** PRINCE EDWARD ACADEMIES: PRINCE EDWARD COUNTY.

Drury Lacy (1791-1796, acting president of Hampden-Sidney College) about the year 1800† established a "grammar school" at his house, 'Ararat,' in Prince Edward county. This school was kept up by its founder until his death in 1815, and was continued for several years afterwards by his son, the Rev. William Lacy, later of Arkansas. Before 1813 John Randolph's home was near by, and he sent his three wards to the Ararat school. It was Mr. Lacy's custom to hear his boys recite their Latin and Greek grammar lessons before breakfast, and Mr. Randolph was known more than once to come from Bizarre and enter the school house by sun up. At 9 o'clock the school was formally opened, when all the boys read verses about in the Bible, until the chapter or portion assigned was finished. Mr. Randolph always seemed highly pleased with this exercise, read his verse in turn, and with Mr. Lacy would sometimes ask questions. On one occasion, while reading one of the books of the Pentateuch, he stopped a lad with the question: "Tom Miller, can you tell me who was Moses' father?" Another of the customs in the school at Ararat, was to review every Friday afternoon the studies of the preceding days, and spend the afternoon in spelling, in which the whole school took part—in reading select passages from the Bible, the Spectator, Shakespeare or Milton, and in declamation. The first exercise, spelling, afforded great amusement occasionally. Mr. Randolph would always take the *foot,* and usually got to the *head* pretty soon, when he would leave the circle and take his seat. Now and then, however, he was kept at the foot until the exercise closed, much to the gratification of some of the smaller lads, who had been stimulated to prepare the two columns of the Dictionary (Walker's) with perfect accuracy. In reading also, Mr. Randolph would take his turn, and after a trial of a given selection had been made by two or three boys, he would take the book and show them how it ought to be read. He was wonderfully gifted by nature with an ear that could detect the slightest shades of tone, with a voice

* Adam Goodlet kept a grammar and classical school in Culpeper county about 1775, later removing to Orange county. He was from Scotland. O'Neill, an athletic Irishman, minister and schoolmaster, was in Bromfield Parish [Madison and Rappahannock counties] about 1792.
Slaughter, *History of St. Mark's Parish, Culpeper county*, 1877, pp. 106, 91, 56, 54.

† As early as 1763, before the establishment of Hampden-Sidney College, William Cassells had a school in Prince Edward county, of enough reputation to draw students from North Carolina. Cassells prepared Ephraim Brevard (accounted the author of the Mecklenburg Declaration of Independence), for Princeton College.—Graham, *The Mecklenburg Declaration of Independence: with Lives of its Signers.* Washington, 1905, p. 104.

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that was music itself, and with a taste that was faultless. Boys, when he was reading, actually seemed to doubt if it was the same piece they had read but a few minutes before. During recess, or playtime, Mr. Randolph would sometimes take part in the sports of the boys, and engage in them with the greatest interest. The games then most common were, *bandy, chumney, cat, and marbles,* with all its variations of long taw, short taw, and knucks.

Hugh Blair Grigsby was prepared for Yale at this Ararat school. He said of it in 1876: "It was in the capacity of the principal of a classical shool that Drury Lacy rendered most valuable service to his country. His pupils came from a distance, and lived in his family or at the house of some one of his neighbors. I was one of those pupils and bear my testimony to his thorough teaching of the Latin tongue. Though sixty-one years have passed since I was under his care, I feel the influence of his teaching on my mind and character at this moment, pointing the very thought which I am now pressing upon you . . . . . In Mr. Lacy's school were trained numerous students who have become prominent in every sphere of social action. It is to such private schools that Virginia owes a debt which she can never repay."

Drury Lacy, *Recollections of John Randolph* in *Southern Literary Messenger*, 1859, 461-466 (copied in *Union Seminary Magazine* (Va.), Vol. V, pp. 1-10).

cf. Sketch of the life of Roger Ascham, in Dictionary of National Biography: 'While still a child (about 1525) he was received into the family of Sir Anthony Wingfield, who ever loved and used to have many children brought up in learnynge in his house, together with his own sons. Roger made rapid progress in English as well as classical studies. His physical education was not neglected, and Sir Anthony himself taught the boys archery, which was always Ascham's favorite exercise.'

Before 1822 Franklin Gillette Smith, a native of New England and a very accomplished man, kept a school in Prince Edward county. Mr. Smith was one of the founders and for many years the principal of the Columbia Female Institute of Tennessee.

About 1819 David Duncan, a native of Scotland, had a classical school at or near Prince Edward courthouse.* About 1820, William Branch, author of a Poem called *Life* (Richmond, 1819), was teaching school at 'Golgotha' in this county. From 1822 to 1827 William S. White, (at the time pursuing his studies in theology), taught a classical school in Farmville, Prince Edward county. Before 1828, Hiram P. Goodrich (Union College, 1823, Princeton Seminary, 1826, later president of Marion Coll., Mo.) taught in Prince Edward county. In 1834 Martin describes Prince Edward courthouse: "There are here two flourishing academies: the female seminary deserves the high repu-

* Statement of A. R. Venable, Esq. (b. 1830), Hampden Sidney, Va.

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tation which it enjoys.* The present number of pupils is about 80. The other institution is for males, and prepares pupils to enter colleges with credit; the annual number is between 40 and 50." The principal of this classical school for several years after 1839 was the Rev. E. Ballentine, later professor in Lane Theological Seminary, Cincinnati. Dr. Ballentine for a year or two was assisted by the Rev. Stephen Taylor, a graduate of Williams College, 1826. About 1845 the "Longwood" school, at the home of Nathaniel E. Venable, near Farmville (afterwards in Farmville) was in charge of Andrew W. Millspaugh, who had come from the North (a graduate of Union College, 1835) a man excellently fitted for the business of a teacher. He was a small man but very active, given to boyish sports along with his pupils on the playground, but their master in the schoolroom; a great whittler, and fond of trimming his long dogwood switches with great care in full view of his little republic. Andrew Millspaugh taught and whittled with method. He made with his pocketknife a model of a spike for railroad cross ties; submitted it to the judgment of competent authorities, and became a manufacturer of railroad spikes.

White, *William S. White and His Times,* Richmond, 1891, p. 43.
Martin, *Gazetteer of Virginia,* p. 269.
Sprague, *Annals of the American Pulpit,* IV, 673-674.
*Union Seminary* (Virginia) *Magazine,* Vol. XXIII, p. 18.
Hall, *Forty Years' Familiar Letters of James W. Alexander, D. D.,* New York, 1860, I, 116.
Cabell, *Sketches and Recollections of Lynchburg,* Richmond, 1858, p. 154.
(cf. *Higher Education in Tennessee,* Bull. U. S. Bureau of Education, p. 246.)
Robert Lewis Dabney, *Discussions,* Vol. IV, pp. 476-477.

* This seminary, rather famous in its time, was established about 1831 by E. Root, of New York, a graduate of Williams College, 1821.

*The Southern Literary Messenger* (Vol. I, 1836, p. 519), commends this school: "This institution has been established about four years, and has met with great success, as is shown by the fact that it had upwards of one hundred pupils the past year. It has been the object of its director to fix upon a thorough course of study, rigidly to be pursued, under the superintendence of the best teachers in the various departments; rendering solid study the main object of attention, but not neglecting those ornamental branches which embellish and refine the more important requirements. Music and the French language are taught by proficients in each. We can conscientiously recommend the Prince Edward Seminary for its *efficient method* of instruction."

Mr. Root became the first Superintendent of Common Schools of the State of Wisconsin. (Report, Bureau of Education, Washington, 1896-97, I, 800; 1898-99, I, 415-417.) This Prince Edward county Seminary was active until shortly before 1860. Mr. Root sold to Daniel Woods, a son of Dr. Leonard Woods, of Andover. Robert G. Branch, for many years Professor in Hampden Sidney College, was the last owner. (*Calendar of Board Minutes: Hampden Sidney College,* 1776-1876. Richmond, 1912, p. 104.)

The commendation of the *Messenger* has singled out for advertisement this Prince Edward county girls' school. Girls' schools lie outside of this investigation, but it may be as well to assemble a few notes for the period before 1840. The Rev. Dr. William S. Reid's school in Lynchburg was very well known for many years after 1815. In 1817 a Bill was drawn providing for the endowment by the State of the Anne Smith Academy at Lexington. Mrs. James M. Garnett had an excellent school for girls at her home in Essex county, called "Elm-Wood," around 1825. [See *Lectures on Female Education, delivered to Mrs. Garnett's Pupils.* By James M. Garnett. 4th edition. Richmond, 1825.] The Rev. Samuel B. Wilson, D. D., had a successful school at Fredericksburg for a good many years before 1840. Williamsburg had a girls' school in 1805, as appears by the advertisement of Mr. M. L. Anderson in the Richmond *Enquirer* for April 30 of that year. There was a large school for girls in Charlotte county in 1838. Towards 1835 the number of chartered institutions of this kind increased rapidly: e. g., 1831, the Danville Female Academy; 1834, Fincastle Female Academy; 1835, Bedford County Female Academy; 1836, Clarksville Female Academy and Lynchburg Female Academy; 1837, the Female Collegiate Institute of Buckingham county; 1839, Charters for Morgantown, Williamsburg, Warrenton, Charlottesville, and Farmville. Out of this Farmville School grew the State Normal School, established about 1884.

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**1801.** BELFIELD ACADEMY: GREENSVILLE COUNTY.

This academy seems to have begun work immediately upon incorporation in 1801. There is an advertisement in the Norfolk *Herald* (Library of Congress) for January 3, 1801: "Belfield Academy—will be opened in the town of Belfield. Boys 12-15 years, 50 dollars; boys 15-20 years, 60 dollars.

The languages, natural and moral philosophy, trigonometry, navigation and surveying. Andrew Rhea, A. M. Principal; Belfield Starke, Secretary Board of Trustees."

In 1910, the General Assembly passed an act repealing the act incorporating Belfield Academy. What the history of the academy was in the interval does not appear.

**1801.** BURR ACADEMY: PRINCE GEORGE COUNTY.

This academy incorporated in 1801, and endowed with funds arising from the sale of glebe lands in Prince George county, had a brief career. The act of incorporation was repealed in 1806, and the funds diverted to the overseers of the poor of the county.

Burr Academy may have been named for Aaron Burr, and its significant dates were also important years in his history.

**1801.** BANISTER ACADEMY: PITTSYLVANIA COUNTY.

Incorporated in 1801, the trustees of this academy in 1804 were authorized to raise the sum of $10,000 by lottery. In 1816 the Act of incorporation was repealed, 'it being represented to the General Assembly that the trustees of Banister Academy wish the law constituting them a body politic and corporate may be repealed.'

Abner W. Clopton, the Virginia Temperance reformer, was a student there about 1806.

Hening, *Statutes at Large*, supp., II, 334; III, 52.
Taylor, *Virginia Baptist Ministers*, p. 336.

**1802.** HALIFAX ACADEMY: HALIFAX COUNTY.

The trustees of this academy were granted a charter in 1802, the interest of the Commonwealth in certain lands being vested in the trustees; in 1836 a Halifax academy was again incorporated. There was a preparatory school at Halifax courthouse in 1850 called the Samuel Davies Institute. Robert Massie (Washington College, Va., 1853), was in charge of the classical school at Halifax courthouse 1853-1855. In 1853 the Meadesville Academy, in Halifax county was chartered, the local orders of Odd Fellows and Sons of Temperance to have an interest in the building; and in the same year the Halifax Dan River Institute was

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incorporated, its real property not to exceed five hundred acres at any one time.

The existent academy of Cluster Springs, at the village of Black Walnut, in Halifax county, had its origin before 1860. There was a Black Walnut Academy in 1853.

Hening, *Statutes at Large*, supp., II, 380.
Johnson, *The University Memorial*, p. 418.
*Acts of Assembly*, 1852-53, pp. 241-246.
*Halifax County, Virginia: A Handbook*, Richmond, 1907, p. 29.
*Men of Mark in Virginia*, II, 215; III, 181.

**1802.** NEW GLASGOW ACADEMY: AMHERST COUNTY.

In the act of incorporation, 1803, it is recited that large sums of money had been subscribed for this academy. In 1818, the Rev. James Wharey (Hampden-Sidney College), was the principal. The trustees, in 1837, for the purpose of raising funds to repair the buildings of the New Glasgow Academy, in the county of Amherst, were authorized to sell not exceeding three acres of the academy land. In 1858 the trustees were given authority to sell the academy, and land thereto attached, to the trustees of the Baptist Congregation at New Glasgow, as a place for public worship, provided the sale was made on condition that the basement of the building should be dedicated to the use of the public as a school room. About this time there was an Amherst Academy active.

Hening, *Statutes at Large*, supp., II, 461.
*Acts of Assembly*, 1836-37, p. 170.
*Acts of Assembly*, 1857-58, p. 213.
Sprague, *Annals of the American Pulpit*, IV, 602.
Brown, *Cabells and Their Kin*, Boston, 1895, p. 532.

**1803.** ABINGDON ACADEMY: WASHINGTON COUNTY.

About the year 1783 William Webb, who had come to America in the employ of Lord Fairfax and had written in his Land Office for a number of years, settled at Abingdon and taught school there until 1786, when he removed to a place near what is now Tazewell courthouse, keeping a school there until his death in 1818. He was succeeded at Abingdon by Turner Lane, an Irishman, who had previously taught at the Royal Oak in Smyth county, where the town of Marion now stands. Lane removing to Tennessee after 1790, a school was conducted at Abingdon, in the building put up for Lane, until the organization of the Abingdon Male Academy in 1802. This academy was chartered in 1803, and work was carried on until 1820 in the Masonic Hall of the town. An advertisement of the academy appeared in the "Political Prospect," an Abingdon newspaper in 1812: "The trustees of this institution have the happiness to announce to the friends of Erudition, that the Muses are about to pour out their treasures from the Pierian Springs in this seminary. To the American youth who thrist for literary acquirements, they offer the draughts of:

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LANGUAGE AND SCIENCE

under the Rev. Thomas Erskine Birch, whose talents as a preceptor have been so universally authenticated that any encomium is unnecessary.

PRICES FOR TUITION.

| | |
|---|---|
| For a novitiate | $10 00 |
| Reading and writing | 12 00 |
| English grammar, arithmetic, etc | 15 00 |
| Language and mathematical science, elocution, philosophy, Belles-lettres and astronomy, bookkeeping, geography and navigation, etc | 20 00" |

William King, an Irishman who had become much interested in the academy, bequeathed to it in 1808, $10,000 payable in 1816. After a suit, the trustees got a court order in the matter, and were able to put up a good brick building, ready for use in 1827. After 1849, for a number of years, the academy was run as a military school. Names of principals: 1822-27, Nathaniel Holley; 1827-1833, William Ewing; 1833-1837, Peter McVicear (formerly professor at Hampden-Sidney College, and a graduate of Union College); 1837-38, Rev. Ephraim D. Saunders, of Cumberland county; 1838-40, George Clive, of Albemarle county; 1840-43, Rev. Samuel Matthews; 1843-49, John T. Winniford; 1849-50, B. F. Ficklin (V. M. I) and W. A. Woodson; 1850-52, Woodson and J. M. Brockenbrough (V. M. I.) and W. Y. C. Humes, (V. M. I.); 1852-53, J. E. Blankenship, (V. M. I.); Rev. Henry T. Lee; 1855-56, Stephen T. Pendleton, of Williamsburg; 1856-59, Rev. Thomas Brown; 1859-60, Chas. T. Brown; 1860-61, R. H. Hall.*

*History of Southwest Virginia and Washington County.* By L. P. Summers. Richmond, 1903, pp. 557-565, 782.

**1803.** ALBEMARLE ACADEMY: ALBEMARLE COUNTY.

Incorporated in 1803, this academy continued a paper institution, and is of interest merely for its connection with the University of Virginia into which it passed by successive statutes.

In the spring of 1814, Thomas Jefferson was elected a trustee of Albemarle Academy. His ideas led the people of Albemarle county to subscribe largely to the academy, and the trustees were induced to essay the enlargement of the plan. A petition to the Legislature for further endowment, and incorporation as a college was sent up in 1815. In 1816 the Legislature passed an act for establishing a college in the county of

* Principal Hall resigned to enter the army. In 1861, the Scott county volunteers were allowed to occupy the Academy as barracks. The building being damaged, the Trustees petitioned the Secretary of War, C. S. A., to forbid such use, and the petition was granted. In 1872 the Trustees put up a new building, and residence near by. These buildings are in use at present.—Summers, pp. 564-566.

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Albemarle, to be called "Central College," and further enacted that the rights and claims existing in the Albemarle Academy should be vested in this "Central College;" and that the proceeds of the lottery authorized for the academy in 1803, all subscriptions to the academy, and monies arising from the sales of the glebe lands of the parishes of Saint Ann and Fredericksville, in the county of Albemarle, or such part thereof belonging to the county of Albemarle or its citizens, should be employed for the purposes of the "Central College." The corner-stone of the first pavilion was laid on the 6th of October, 1817,—'the scene was graced by the presence of Thomas Jefferson and James Madison, late Presidents of the United States, and of James Monroe, the actual President' (Richmond Enquirer, October 10, 1817). These three had been appointed by the Governor Trustees of the College in 1816. January 25, 1819, it was enacted by the General Assembly, 'that the conveyance of the lands and other property appertaining to the Central College in the county of Albemarle, which has been executed by the proctor thereof, under authority of the subscribers and founders, to the President and Directors of the Literary Fund, is hereby accepted, for the use, and on the conditions in the said deed of conveyance expressed. And, that there shall be established, on the site provided for the said college, an university to be called "The University of Virginia.'"

Thus by wise procedure, but not without difficulty, Albemarle Academy became the University of Virginia.

Hening, *Statutes at Large*, supp., II, 427.
*Acts of Assembly*, 1816, p. 191.
*Acts of Assembly*, 1819, p. 15.
*Early History of the University of Virginia.* Richmond, 1856, pp. XXIII-XXV.

**1803.** MIDDLEBURG ACADEMY: LOUDOUN COUNTY.

The Fredericksburg *Gazette* for September 13, 1803, contains an advertisement of the Middleburg Academy. In 1827 an act was passed authorizing the Executive 'to allow to Enos W. Newton and Ozro P. Jenison, principals in the military academy at Middleburg, in the county of Loudoun, seventy-five stand of muskets, of the smallest calibre, with the like number of cartouch boxes and belts, for the use of the pupils in the said seminary.' In 1834, Martin describes Middleburg as having '1 classical school, 1 English school for males, and 2 female academies.'

*Virginia Magazine of History and Biography*, XIII, 433.
*Acts of Assembly*, 1826-27, p. 111.
Martin, *Gazetteer of Virginia*, p. 212.

**1803.** RICHMOND ACADEMY.

An observer of 1834, says of Richmond: "The city has not been very fortunate in institutions for the cultivation of the mind. A few

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good schools it is true have occasionally existed, where a competent knowledge of the classics and some of the sciences might be obtained,* but none of these sources of instruction have been commensurate with the wants of the citizens. It is a remarkable circumstance, that the metropolis of the State, containing as it does considerable wealth and population,—many distinguished and well-informed men, and much boasted refinement, should yet be destitute of a single academical institution. As far back as 1803, a charter was obtained from the State by some of the prominent citizens, for the establishment of an academy by lottery and private subscription. A few thousand dollars were raised—a site was injudiciously selected a mile beyond the limits of the city—and the basement story of the building erected, but no further progress was made. Within the present year, however, the vacancies in the Board of Trustees have been filled, and there is some prospect of reviving the institution."†

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* The generous plans of the Chevalier Quesnay de Beaurepaire for a Richmond Academy looked further than to the education of youth. His proposed foundation bore the title Academy *des Sciences et Beaux Arts des Etats-Unis.* The plans for this establishment were carefully worked out, and received with some enthusiasm as early as 1786. In 1790 (Fredericksburg *Gazette*, Oct. 7) the building had been turned into a theatre. The Virginia Federal Convention met there.

In 1801, the Rev. John D. Blair, formerly President of the Washington-Henry Academy of Hanover county, opened a school in Richmond. George Wythe Munford, in his extraordinary book, *The Two Parsons* (Richmond, 1884, chap. XI), gives an interesting chapter to Mr. Blair's school. "He possessed the rare faculty of interesting the youthful mind." He understood boys, and himself had worked out the problem of the school distich: *'One a me nearry Ochra Ann, Mulberry wax and tarry tan: Ciscum garricum—rery good time; Humblum bum blum—twenty-nine.* Mr. Blair's school became the Richmond Hill Academy in 1811. Mr. Blair died in 1823. William Burke was then teaching in Richmond. Poe was a pupil at Burke's school. It is possible this was the school incorporated in 1835, as the Richmond Academy. Adams, *Thomas Jefferson and the University of Virginia*, (U. S. Bureau of Education), p. 22ff; Christian, *Richmond Past and Present*, pp. 52, 75; Harrison, *Life and Letters of Edgar Allan Poe*, New York, 1903, pp. 25, 27.

General Scott was at school in Richmond before 1805. The master was James Ogilvie, an eccentric Scotchman, who went home to set up claim to a peerage. "Here were taught, besides the ancient classics, rhetoric, Scotch metaphysics, logic, mathematics, and political economy. Several of them by lecture. Most of the pupils were approaching manhood. Too much was attempted within a limited time."

[*Memoirs of Lieut.-Gen. Scott, LL. D., Written by Himself.* New York, 1864, I, pp. 7-9. cf. Trent, *English Culture in Virginia.* Baltimore, 1889, pp. 30-32.]

† In 1834 Dr. Gwathmey had a school in Richmond, where Judge Crump (one of the bondsmen for Jefferson Davis) was a pupil—*Men of Mark in Virginia.* Washington, 1909, V. 77.

About the same time Rowland Reynolds, 'a New Yorker but a graduate of Trinity College, Dublin, had a very successful school. He had formerly been many years in Norfolk; an excellent classical school, good teacher (without using the rod), and an accomplished gentleman—*Schools and Schoolmasters of Virginia in the Olden Time. Address before the Educational Association of Virginia. July*, 1873. By Gen. Francis H. Smith. Richmond, 1874. p. 13.

Regarding the movement of 1835 for a revived Richmond Academy, the *Literary Messenger* for 1836 (I, 258) prints a note supplementary to the gloomy description of Martin's *Gazetteer*—copied in the *Messenger:* "We are happy to have it in our power to state that by the liberality of the City Council, an elegant and costly building has been erected by the trustees, which is now near completion. It may be mentioned, however, with regret that an unsuccessful application has been made to the Legislature for an annual endowment out of the surplus of the Literary Fund.....The munificent patronage bestowed by the Legislature of 1834-5 upon works of internal improvement is of itself sufficient to exempt that body from the reproach of leaving to its successors something to do for the cause of education."

During the early forties Richard Sterling kept a classical school at Richmond. Mr. Sterling was a graduate of Princeton. He was, about 1850, Professor of Physical Science at Hampden-Sidney College, and later in charge of the Edgeworth Seminary, Greensboro, N. C.

cf. *Life and Letters of Moses Drury Hoge.* Richmond, 1899, p. 85.

Mr. Edward V. Valentine, of Richmond, the sculptor, has in preparation a book on the history of Richmond, in which it is understood there will be much attention given to the older schools of the city. In 1853 Mr. Valentine was a pupil in the school of Dr. Socrates Maupin. This school was continued (on Eleventh Street between Marshall and Clay) by Philip Montague and George W. Bassett. Professor Gildersleeve, of the Johns Hopkins University, was for a time an assistant in Dr. Maupin's school. ——— Girardin, who translated "Family Feuds" (performed on the night of the burning of the Richmond Theatre, in 1811), had a school in Richmond. Mr. Girardin was a member of the faculty of the College of William and Mary about 1803.

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At the session of 1834-35 the General Assembly amended the act incorporating the Richmond Academy; the institution came up rapidly, and in 1839 there were 69 students over twelve years of age. In their report to the Second Auditor, the Trustees say (Report 1840-41): "The trustees are acquainted with no similar institution in the State which holds out greater facilities for instruction in English, Classical and Mathematical studies." The modern languages also were taught. The Cambridge course of Mathematics as far as calculus was used, with especial reference to the University of Virginia and Professor Bonnycastle. In 1843 (Report 1844-45), there were 127 pupils; and a year or two later, Howe (*Historical Collections*), could make the statement: "The Richmond Academy, Wm. Burke, principal, is a school for the preparation of youth for college in the higher branches of classical and mathematical education. There are five teachers and some ninety or one hundred pupils. The pupils are allowed the privilege of being enrolled in a corps of cadets, at their option, in which the exercises of drill and military tactis are taught by a competent professor."

About 1850, Dr. Socrates Maupin (later chairman of the faculty of the University of Virginia), was conducting a classical school in Richmond, which was continued after 1853 by R. Beale Davis and others (*University Memorial*, 671). Little in his *History of Richmond* (p. 81); writing in 1850, says, "Education is well provided for in Richmond, by its numerous and well appointed schools and academies. The Lancasterian school is supported partly by the funds of the town, and partly by voluntary subscription.* By it the benefits of a good education are brought to all who will take them."

Martin's *Gazetteer of Virginia*, p. 190.
Howe, *Historical Collections of Virginia*, p. 312.
Johnson, *The University Memorial*, 1871.
Little, *History of Richmond*, 1851.

* The Lancasterian school of Richmond was an interesting foundation. The first effort towards its establishment was made in 1815 by Andrew Stevenson, (later minister to England), William Munford, and Thomas Ritchie, editor of the *Enquirer*—a committee of four in each ward of the city was appointed to solicit funds, and $3,500 was subscribed by the citizens. In January, 1816, the city granted the school $5,000 for a building, as much land as was necessary, and a subsidy of $600 a year. The first session of the school was held May, 1816. The inscription on the cornerstone, laid in the month of June following, was—"Dedicated to the elementary principles of education, 'To teach the young idea how to shoot.' Erected by the munificence of the Corporate Body of Richmond, and many worthy liberal citizens thereof. The children of the wealthy are taught at the most reasonable rates, and the children of the poor gratis."

In 1834, the school, 'having had some fluctuations in its progress,' was in a prosperous condition. It was under the superintendence of trustees appointed by the City Council, and subsidized by the Literary Fund—'for the education of poor children of both sexes.'

A few years before, in 1829, the Board of School Commissioners for Richmond had reported to the Second Auditor that the Lancasterian school had cost for the year $1,523.08; schooling 273 pupils, 164 boys and 109 girls. In 1844, the school celebrated its anniversary, May 15th. The Rev. Philip Courtney, the principal instructor, headed the procession.—Asbury Christian, *Richmond Past and Present*. Richmond, 1912, pp. 91, 148; Martin's *Gazetteer*, p. 190.

When the establishment of this school was first broached, John Holt Rice, in an early number of his *Christian Monitor*, (Vol. 1, 151, Nov. 1815), wrote in commendation of the plan: *"O fortunatos nimium si sua bona norint Americanos!* But also, we have not understood nor appreciated our own advantages! We have made it our study to be *rich;* when it should have been our great object to make the people *wise*. Instruction ought to be carried to every man's door. Our country calls us in a tone of loud and affecting supplication to awake from our lethargy."

Scattered references to schools at this early period: Auguste Guigon's School, c. 1800 (*Men of Mark in Virginia*, V. 184); John Wood's evening classes, drawing, astronomy, arithmetic, etc. 1804. (*Richmond Enquirer*, Dec. 1, 1804.—Wood was the author of a number of most interesting Virginia county maps, about 1820; J. Ogilvie's School, in which Mr. Wood is to teach drawing, 1805. (*Richmond Enquirer*, Dec. 21, 1805); James Oswald's School on Shockoe Hill, (*Richmond Enquirer*, Dec. 31, 1805.)

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**1804.** NORFOLK ACADEMY.

From an obituary notice of the Rev. Walker Maury, in the Fredericksburg *Gazette* for September 4, 1788 (*Virginia Magazine of History*, XIII, 426), it appears that there was an academy at Norfolk* in that year, of which Mr. Maury had been master. Walker Maury died at the age of thirty-six, but had in a few years become famous in Virginia as a teacher, first in Orange county, then in Williamsburg, and finally in Norfolk.

The Norfolk Academy was chartered in 1804, and in 1904 celebrated its centennial. The school is today [1913] doing excellent work, with a faculty of five college and university men, and more than seventy pupils. An advertisement of 1804 recites,—"Youths will be carefully and expeditely instructed in the Latin and Greek languages, also English grammar and accounts, with the most useful and necessary branches of mathematics. Terms for the Latin and Greek languages, forty dollars per annum; for English, twenty dollars." The first principal was the Rev. James Whitehead,† succeeded after a short time by Michael Smith, a graduate of Edinburgh. Before 1817, David Duncan, of Scotland, was in charge. In 1814 Dr. Augustine Slaughter died, and bequeathed $3,000 in trust, after the death of annuitants (certain slaves), the fund to be used for the education of worthy boys. In 1837, this fund was loaned to the Trustees of Norfolk Academy, who then sold their old property (glebe land property bought by them in 1806), and erected the present academy building. The architect, Thomas U. Walter, was the architect of Girard College, the Treasury Building at Washington, etc. The school moved into its new quarters in 1841, John P. Scott being in charge. In 1843, W. F. Hopkins (late Professor of Chemistry at the West Point Military Academy; Professor, William and Mary, 1848) was principal,‡ assisted by Mr. Rexford, of Yale, and Mr. Dwight. Under this administration the academy became a military school, and so remained until 1861.

The administration (1845-1855) of John B. Strange (Virginia Military Institute) and Richard B. Tschudi (Univ. of Pa.), assisted

* cf. Proceedings of the President and Masters of the College of William and Mary, Jany. 1st, 1756. "Richard Collhyon was examined, and is thought capable of teaching the Grammar school at Norfolk." *History of the College of William and Mary*. Richmond, 1874, p. 48.

† cf. Statement of Hugh Blair Grigsby in Gen. F. H. Smith's *Schools and Schoolmasters of Virginia in the Olden Time. An address*. Richmond, 1874, pp. 12ff. Mr. Grigsby mentions the Rev. Alexander Whitehead and his brother James, Scotchmen; Mr. Edmund, an Irishman; Rowland Reynolds, a graduate of Trinity College, Dublin; and others not principals of the Academy.

‡ In their full reports to the Second Auditor the Trustees say: Under John P. Scott, Superintendent (Report 1842-43) eighty pupils; the Norfolk Academy (Report 1844-45) has a staff of four.—William F. Hopkins, (West Point), John B. Strange, (Virginia Military Institute), H. Maguire, (University of France), and a fourth, (University of Pennsylvania); the Report for 1845-46 shows four teachers and 95 scholars; that for 1846-47 states—"Natural philosophy and chemistry are taught from books and by lectures, illustrated by experiments—Mathematics upon the principles pursued at the military academy at West Point—Latin and Greek upon the most approved modern methods—and no pupil can go through a course of French as taught at the Academy without being able to speak French fluently—all the professorships are filled by men zealous in the discharge of their duties.—Military tactics are taught."

*House Journal and Documents*, Doc. No. 4, for the years cited.

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by George W. Sheffield (Yale), was a notable one. John S. Gamble (V. M. I.) succeeded Mr. Strange; the yellow fever was in Norfolk in 1855, and Principal Gamble was soon succeeded by Mr. Sheffield, who was followed by William B. Galt (Univ. of Virginia). In 1862, during Mr. Galt's administration, the academy building was seized by the United States authorities and converted into a hospital.

Under the terms imposed by the use of the Slaughter fund, it is estimated that beneficiaries have been given instruction to the amount of $30,000 to $40,000. The Norfolk Academy is now in obeyance.

*Centennial Celebration of the Norfolk Academy:* Address by Robert W. Tunstall. Norfolk, 1904, p. 35ff.

**1804.** RUMFORD ACADEMY: KING WILLIAM COUNTY.

The trustees of this academy were authorized in 1806 to raise money by lottery for its benefit. In 1834 the academy is described: "*Rumford Academy* is the only seminary in the county worthy of notice. It is an excellent brick building, calculated to accommodate 40 or 50 pupils with board, situated immediately on the road leading from Aylett's to the courthouse, and 5 ms. distant from either place, in a very healthy and agreeable part of the county. This has been always esteemed an institution of considerable merit, and has generally enjoyed an excellent school, in which the usual branches of an academic education are taught. It is now in good hands, and may be justly recommended to the public. There is a postoffice at this academy."

An advertisement in the *Southern Planter* for 1853 runs: "Classical and Mathematical School. Rumford Academy, King William, Va. On the stage road between Richmond and Rappahannock. So healthful is the location, that but few cases of serious sickness have occurred in the school since its establishment in 1804. No expense is spared in providing for the physical comforts of the pupils; treated in every respect as young gentlemen, they are required to conduct themselves as such.

The subscriber who has been engaged eight years in guiding and instructing youth, will be aided by competent assistants.

The usual English Course, including Chemistry and Philosophy, an extensive course of Mathematics, and the Latin, Greek and French language will be taught. A recess of one week will be given at Easter. Terms: For board and tuition, with every necessary except lights and stationary, from 15th of January to 1st of July, $84; payable one-half 1st of May, the other half 1st of July.* JOHN H. PITTS,"

[Virginia Military Institute, 1844.]

Martin's *Gazetteer of Virginia*, p. 203.
*Southern Planter*, XIII. (Feb. 1853). p. 60.

* A later advertisement of this most interesting school (in *Southern Planter*, December 1854) shows the following statements: The subscriber is aided by Dr. F. W. Perscher and Mr. J. R. Sclater—the latter a graduate of the University of Virginia in Latin and Greek, and in three Modern Languages. Dr. Perscher writes and speaks with elegance the French, German, and Latin

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**1805.** HAMPTON ACADEMY: ELIZABETH CITY COUNTY

The Symms and Eaton Free Schools, well endowed before 1650, were in 1805 ("being shamefully neglected"), incorporated as Hampton Academy; the trustees to be chosen by the election of freeholders. In 1837 the charter was amended, requiring the trustees to make an annual report to the court of Elizabeth City county "of the manner in which the funds of said academy shall have been disbursed, which report shall be recorded by the clerk of the court in a separate book, to be kept for that purpose, and deposited in the office of the said clerk for the inspection of all who may think proper to examine the same." It was added that from and after the first day of March, 1838, it should not be lawful to lend to any trustee any portion of the funds of the academy nor should any trustee be appointed treasurer thereof.

The funds of Hampton Academy were vested in the school commissioners of Elizabeth City county, in the year 1852, and in 1860 the commissioners were authorized to sell the property, and with the money to purchase other lots, and erect or purchase other buildings, 'to be used for the purposes for which the Hampton Academy lot and buildings have been heretofore by law used, and for no other purpose,' provided a majority of the voters of said county should assent thereto. The Symms-Eaton endowment is therefore active today in the school affairs of Hampton.*

Bruce, *Institutional History of Virginia in the 17th Century*. New York, 1910, I, chap. 7.
Hening, *Statutes at Large*. Supp. III, 164.
*Acts of Assembly*, 1836-37, p. 170.
*Acts of Assembly*, 1852, p. 179.
*Acts of Assembly*, 1859-60, p. 575.

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Languages, and is also an accomplished Greek and Hebrew scholar. He has taught on the continent of Europe, and for some years past in the best schools in England. His recommendations as a teacher are from the highest sources.

Circulars containing full information can be obtained by addressing JOHN H. PITTS,
December 1, 1854. Rumford Academy P. O.

Recommendations.

University of Virginia, Jan. 16, 1854.

Dear Sir.—It gives me great pleasure to express my conviction, founded upon the best sources of information, and a personal acquaintance with some of your former pupils, who have eminently distinguished themselves at the University, that in recommending your school with great earnestness, I am doing but justice to an excellent institution and a capital teacher.

For your own sake, and for the interests of the Commonwealth, I wish you the very best success, and remain, with sincere respect, Your very humble servant,
To John H. Pitts, Esq. M. SCHELE DE VERE.

Virginia Military Institute, April 18, 1854.

It gives me great pleasure to recommend to public patronage the Rumford Academy. Its Principal, Mr. J. H. Pitts, is a distinguished graduate of this Institution, and the grade of scholarship which his pupils have maintained here, gives abundant evidence of his ability and fidelity as a teacher.

F. H. SMITH,
Superintendent Virginia Military Institute.

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* W. Gordon Mc. Cabe was at school about 1855, at Col. John B. Cary's Hampton Academy, an excellent school.—Mc. Cabe, *Virginia Schools Before and After the Revolution*, p. 63; *Men of Mark in Virginia*, III, 234.

See also *Southern Planter*, Oct. 1856, Supplement, p. 9.— "Hampton Male and Female Academy. John B. Cary, A. M. Principal.—Session of ten months, beginning first Monday in October. Ancient and modern languages, mathematics, the elements of physical science, military tactics; music, drawing, and painting extra. Tuition, according to advancement, from $30 to $50. Board, including washing, fuel, and lights, $170."

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**1806.** CHARLOTTE ACADEMIES: CHARLOTTE COUNTY.

For some five years before 1812, John Holt Rice conducted a classical school at his house near Charlotte courthouse. The pupils numbered, on the average, about twenty, drawn from Southside Virginia counties. In 1834 Martin mentions a classical school at Charlotte courthouse. This may have been Thomas T. Bouldin's Academy. Mr. Bouldin (Univ. of Va., 1833), gave up the school for the bar, and was succeeded first by a young man of the name of Shelbourn, and then by David Comfort, a graduate of Princeton, 1826. Mr. Comfort's "Moldavia" school was of high reputation from about 1840 to 1860.

Maxwell, *Memoir of John Holt Rice.* Philadelphia, 1835, pp. 33, 37.
Memorandum Book of John Holt Rice. (MS, in Library of Hampden-Sidney College.)
Foote, *Sketches of Virginia.* Philadelphia, 1856, II, 302.
Martin, *Gazetteer of Virginia,* p. 150.
Johnson, *Sketch of the Life of Clement Read Vaughn* (in *Union Seminary Magazine,* Va., XXIII, 16).
Hall, *Forty Years' Familiar Letters of James W. Alexander, D. D.* New York, 1860, I, 269.

**1807.** MARGARET ACADEMY: ACCOMAC COUNTY.

In 1785 Margaret Ann Onley, a maiden lady and a resident of the old town of Pungoteague, died and left a valuable property, which she willed to be used as a school for both sexes, and desired that Northampton county should share equally with Accomac in the benefits of the institution. Her will is on record in the Clerk's office of Accomac.

In compliance with her bequest, the General Assembly in 1786 granted a charter for the establishment of "Margaret Academy," giving it that name in honor of the donor. The school was located on a commanding site near the ancient village of Pungoteague, then the leading town of Accomac.* Just across the main highway leading north out of the village was old St. George's Episcopal Church, even at that day a very old structure. Here a substantial main building of brick was erected, and the school opened for the reception of pupils in 1807.

Margaret Academy was kept in successful operation until the outbreak of the Civil War. It was then in charge of Joseph H. Hebard, a graduate of the Virginia Military Institute, and was run as a military school in the boys' department. There were about 250 students that year, 150 boys.†—*Statement of Thomas B. Robertson,* 1913, Eastville, Va.

* Henry A. Wise was a student at Margaret Academy about 1816. His biographer says: "The boys who were sent at that time learned nothing but mischief, and to murder Greek and Latin." Hambleton's *Life of Wise,* etc. Richmond, 1856, p. XII.

† Mr. Robertson's statement continues: "During the Civil War the school was suspended and the building used as barracks by the Federal army. These troops left it in a very bad condition after the war, and there were no funds to rehabilitate it. In 1892 the Academy was an abandoned and neglected structure standing out in an old deserted field. The trustees then sold the property, and took the offer made by the town of Onancock, and there the Academy was run successfully for several years, with 150 students part of the time. A few years ago the Onancock Public High School took away most of its patronage, and the school has been closed since. There are good buildings, and grounds of fourteen acres, still in the hands of the trustees of Margaret Academy. The Board is a self-perpetuating body, seven members from Northampton and seven from Accomac."

Further data as regards the earlier history of Margaret Academy have been published by Barton H. Wise in his *Life of Henry A. Wise* (New York, Macmillan, 1899, pp. 16-17). From

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**1808.** FRANKLIN ACADEMY: NOTTOWAY COUNTY.

Franklin Academy, at Nottoway courthouse, 'on the land of Donald Stuart,' was chartered in the year 1808. In the description, for 1834, of Nottoway courthouse, given in Martin's *Gazetteer*, there is no mention of an academy. In 1839 the Nottoway Academy, in the county of Nottoway, was incorporated, the trustees to hold property not exceeding twenty thousand dollars. Judge Branch Epes was prepared for Hampden-Sidney College at this academy, about 1849.

Hening, *Statutes at Large*, Supp. III, 410.
*Acts of Assembly*, 1839, p. 126.
*Men of Mark in Virginia*, III, 122.

**1808.** LYNCHBURG SCHOOLS.

The Rev. William S. Reid, a graduate of Princeton, 1802, removed to Lynchburg, from Hampden-Sidney College in 1808. He at once opened a school for boys. After a time he converted this into a school for girls "which stood first among similar institutions in Virginia." Its average attendance for many years was upwards of sixty. This school for girls was active until about 1840.*

J. Burton Harrison entered Hampden-Sidney College in 1818, graduating with first honor in 1821. "He owed his early maturity of mind in large measure to the excellent private classical schools which it was his good fortune to find established in Lynchburg."*

About 1830 Church street, in Lynchburg, might very properly have been called 'School Street,' its schools being so numerous. One of these

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an old minute book of the trustees it appears that during the first third of the nineteenth century "the portion of each classick to be studied by each student" was as itemized below—

Cordery: 50 colloquies.
Erasmus: 4 colloquies.
Selectae e veteris: 1st part, and 2nd part, 15-20 pp.
Selectae e profanis: 3 books.
Caesar: 6 books.
Ovid: 1-4, and 13. [Metam:]
Sallust: all.
Vergil: Eclogues, Georgies, Aeneid 1-6.
Horace: all.
Cicero: Catiline.
4 Evangelists and Acts of the Apostles.
"No musical instruments to be suffered during hours of study—English translations discouraged—students with the itch to be removed."

Accomac county had had its academy, in conjunction with Somerset county, Maryland, before 1790. "These counties had jointly contributed to build their first academy of learning (Washington Academy, near Princess Anne in Maryland). Land in Accomac was given for this purpose. When population so increased that Accomac could build her own academy (Margaret Academy near Pungoteague in Virginia), the Legislature of Virginia authorized the Accomac land to be sold."
*Report and Journal of the Proceedings of the Joint Commission to Adjust the Boundary Line of the States of Maryland and Virginia.* Annapolis, 1874, p. 308.

As early as 1724 there was an endowed school in Accomac county. See Report to the Bishop of London of William Black, Minister of the Parish of Accomako, on the Eastern Shore (in Perry: *American Colonial Church*, I, 302)—"We have a school endowed by one Mr. Sanford, late of London: John Morogh, an Irish Man, is at present Master of it."

* In 1829 the Rev. Franklin Smith, a native of New England, established an excellent girls' school in Lynchburg. He removed to Columbia, Tenn., in 1837. *Sketches and Recollections of Lynchburg.* Richmond, 1858, p. 180.

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institutions was kept by John Reid, a younger brother of Dr. William S. Reid; he was remarkable for steady discipline. Mr. Rawson, a native of New England, kept an excellent classical school for boys on Church street. A school was always kept in the old Masonic hall of Lynchburg. In the year 1822, one was established there by the Rev. F. G. Smith; and in a few years he was succeeded by John Cary, who then as now (1857)* exercised a powerful influence in this town. Mr. Cary had great success in his profession, for one reason because he made it his profession. In 1856, the Lynchburg College was chartered. This seems to have been a military school at the opening of the Civil War. P. H. Cabell was the professor of Greek at that time.

"In the year 1828, a man of the name of Watson appeared in Lynchburg, with hand-bills and advertisements, affirming that in sixteen lessons he would give a thorough knowledge of the English grammar. This personage was a spare, sedate looking man, his hair was ornamented with a queue, and his dress composed entirely of light pea-green cloth. He was the beau-ideal of one of the greatest humbugs that ever gladdened Lynchburg."

Many Quakers settled in Lynchburg during the early nineteenth century. About the year 1819, Charles Fisher, an English Friend, was the beloved instructor of all the children belonging to Quaker families in Lynchburg and its vicinity. He was succeeded by K. B. Townley, who continued to occupy his post as teacher for many years in Lynchburg.

Sprague, *Annals of the American Pulpit,* IV, 389.
Grigsby, *Centennial Address, Hampden-Sidney College,* Richmond, 1913, p. 31.
Harrison, *The Harrisons of Skimino.* Privately printed, 1910, p. 84.
Brown, *The Cabells and Their Kin,* Boston, 1895, p. 323.
Cabell, *Sketches and Recollections of Lynchburg by the Oldest Inhabitant.* Richmond, 1858, pp. 152ff, 180, 27.
Meade, *Old Churches and Families of Virginia,* II, 17.

**1808.** LEWISBURG ACADEMY: GREENBRIER COUNTY.

A private school, taught by the Rev. Dr. John McElhenney, first suggested the idea of a school of high grade in Lewisburg. Dr. McElhenney was a native of South Carolina, and an alumnus of Washington Academy, Rockbridge county. The school was incorporated in 1812. Dr. McElhenney was president of the Board of Trustees from 1812 to 1860, and principal of the acedemy until 1824. The building was of brick, substantially built, and is the same in use today (1893) as an institution of learning. It was put up before 1812. There were seven assistant

* Westwood School, near Lynchburg, Va.—The fourth session of this school will begin on the first Monday in September, and end on the last Friday of June, 1857. A recess of two weeks will be given at Christmas. The terms are $200 for everything; payable one-half on the first of September, the other half on the first of February. No reduction made for any cause except protracted sickness.

The subjects taught are the Latin, Greek, French, and Spanish Languages, Mathematics, and Civil Engineering, together with the usual branches of an English education.

In the plan and management of the School, it has been the subscriber's aim to combine the advantages of Home Education with those of a well regulated academy.

For further information: apply to the subscriber at Lynchburg, Va. John H. Winston.
[Advertisement in *Southern Planter,* September 1857.]

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teachers before 1824—The Rev. Alexander Curry, Launcelot G. Bell, Rev. Francis Dutton, Rev. John Spotts, William Dalton ('an old field school teacher'), William Graham, and Mr. Herron. The older pupils were permitted to use the upper floor of the building as a study hall, and sometimes had to be remanded below. Debates wre held in the upper room, and occasionally a play was acted during Dr. McElhenney's time. There is mention of "She Stoops to Conquer," being presented. Dr. McElhenney had a controversy with the trustees on the subject of alumni balls, February 22, and July 4. The board cited the example of Hampden-Sidney and Washington Colleges.

Scholars from abroad flocked to the new academy; three French boys came all the way from Louisiana, one from South Carolina, and others from the border States of Ohio and Pennsylvania. Francis Dutton was from Massachusetts. Dr. Henry Ruffner, president of Washington College, Virginia, was a pupil at the academy. Girls* were not excluded from the school.

The school was probably most popular and prosperous under Dr. McElhenney, and later under the Rev. Thomas Brown,† about 1845. R. T. W. Duke was principal in 1848.

*Recollections of the Rev. John McElhenney, D. D.*, By Rose W. Fry, Richmond, 1893, chap. VII.
Whitehill, *Education in West Virginia*, pp. 87-88.

**1809.** CAROLINE ACADEMY: CAROLINE COUNTY.

The principal academies of Caroline county for the period, 1834, to 1860, were the celebrated Concord Academy, and the Rappahannock Academy. It is not certain, from any legislative enactment, that the Caroline Academy, incorporated in 1809, had an existence at all conspicuous.‡ In 1827 John G. Lawrence advertised in the Richmond *Enquirer* his South Garden School, situated in the upper part of Caroline county. Samuel Schooler (brother-in-law of Lewis Minor Coleman, the founder of Hanover Academy) had a school, preparatory to the University of Virginia at Guinney's depot, Caroline county, very near Concord Academy. This school was active in 1857, and was known as the "Edgehill School." It is pretty certain that the establishments of Lawrence and Schooler were of a high order.

Martin, *Gazetteer of Virginia*, p. 142.
Richmond *Enquirer*, Jan. 16, 1827.
Maury, *Recollections of a Virginian*, New York, 1894, p. 13.
Johnson, *The University Memorial*, pp. 315, 424.
*Men of Mark in Virginia*, V. 43.

* In 1876 the academy with its beautiful lot was deeded by the trustees to the corporation known as the Lewisburg Female Institute.
Whitehill, *History of Education in West Virginia*, p. 87.

† Lewisburg Academy received grants from the Literary Fund for a few years after 1840. The following statements were made in the Reports of the Trustees to the Second Auditor—1842-43. "112 to 115 scholars"; 1844-45:—"flourishing," the Rev. Thomas Brown succeeded by Albert Pierson; 1845-46; "51 boys, 29 girls; we hope to have our academy not inferior to any in the state; a philsosophical and chemical and astronomical apparatus in use."

‡ See note under Concord Academy, 1835.

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**1810.** BERRYVILLE ACADEMY: FREDERICK COUNTY (LATER CLARKE COUNTY).

The trustees of this academy, incorporated in 1810, were in 1845 authorized to sell the land and buildings and reinvest the proceeds as should seem best for the interest of the academy; the trustees first receiving from the subscribers a confirmation of the authority given by the legislature. In 1856 the trustees were further authorized to sell the property and transfer the proceeds to the county of Clarke, the interest on the fund to be applied by the school commissioners to the education of such indigent boy or boys as they might select.

The county of Clarke (formed in 1836) had other academies within its territory: The White Post Academy, 1819; the Wickliffe Academy, 1826 (possibly the school mentioned by Martin as 'flourishing and under the superintendence of the Rev. John Lodor'); the Oak Grove Academy, 1835 (in 1847, 'property not to exceed $50,000'); the Clarke Female Seminary, 1846; the White Post Male and Female Academy, 1853, its building used also as a hall 'for the accommodation of the societies of Odd Fellows, Masons and Sons of Temperance.'

(1) Berryville Academy—*Acts of Assembly*, 1844-45, p. 107.
*Acts of Assembly*, 1855-56, p. 208.
*Manual of Public Libraries in the U. S.*, &c. By William J. Rhees, of the Smithsonian Institution. Philadelphia, 1859, p. 480.
(2) Clarke Co. Academies—*Acts of Assembly*, 1818-19, p. 134.
*Acts of Assembly*, 1825-26, p. 78.
Martin, *Gazetteer of Virginia*, p. 339.
*Acts of Assembly*, 1846-47, p. 111.
*Acts of Assembly*, 1852-53, p. 243.

**1810.** STAUNTON ACADEMY: AUGUSTA COUNTY.

Although the trustees of the Staunton Academy were incorporated in 1792, their schoolhouse seems not to have been completed till about 1810. Judge Archibald Stuart gave the lot. A part of the funds employed was raised by general subscription in the county, and a part was donated by the State, out of the proceeds of sale of glebe lands. The Masonic fraternity also had an interest in the building, occupying an upper room as their hall.* In 1810 the principals of the academy were James G. Waddell and Bartholomew Fuller. The former taught the classics and the latter mathematics. Mr. Fuller was head master in 1817, a man of much learning and of a plodding character. He prepared W. M. Peyton for college, sending him to Princeton in 1822. About 1830 the Rev. Joseph Smith was principal.

For nearly seventy years,—until the building was turned over to

* In 1848 there was chartered a "Masonic School of Virginia in Staunton."

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the trustees of the public free schools.*—a succession of teachers had charge of the academy. In 1833, Littleton Waddell and William D. Cooke became joint principals. The latter continued for a short time only, but the former conducted the school for more than twenty years. During most of that time the institution was highly prosperous, attracting many pupils from abroad.

The report of the trustees for 1836, to the Second Auditor, shows 3 teachers and 55 scholars—and "all branches of a liberal education." Report for 1838, 39 students, 12 studying the dead languages, 15 the mathematics (excluding arithmetic); for 1842, 39 students, 10 months' session, Littleton Waddell and J. J. Smith in charge. John Newton Opie was a student at the "old academy school in Staunton, at the outbreak of the Civil War. He left school to enlist in the West Augusta Guard."

Jos. A. Waddell, *Annals of Augusta County*, Staunton, 1902, p. 384.
J. L. Peyton, *Memoir of Wm. M. Peyton*, London, 1878, p. 13.
Reports to the Second Auditor (*Journal and Documents*, 1838-1844, Doc. No. 4 in each volume.)
*Men of Mark in Virginia*, IV, 319.
*Memoir of John Howe Peyton*. Staunton, Va., 1894, pp. 25-27.

**1812.** PORTSMOUTH ACADEMY: NORFOLK COUNTY.

Incorporated in 1812, this academy was re-incorporated in 1825, with the stipulation that the overseers of the poor in the county of Norfolk should convey to the trustees any sum of money arising from the sale of the glebe lands belonging to the parish of Portsmouth, in the county of Norfolk, the trustees being authorized to obtain judgment against the overseers upon failure to do so.

From this enactment it appears that the Portsmouth Academy was already a sort of public school. In 1846, it became so wholly, being ordered sold, and the funds to be applied to the public free schools of the town under the general act of 1846.

*Acts of Assembly*, 1824-25, p. 80.
*Acts of Assembly*, 1845-46, p. 115.

**1812.** MARTINSBURG ACADEMY: BERKELEY COUNTY.

John B. Hoge was principal of the Martinsburg Academy in 1812.

For the year 1834, Martin's *Gazetteer* assigns to Martinsburg "1 male and 1 female academy, 3 common schools, 4 well-organized Sunday schools, a temperance, missionary, Bible and colonization society." The

* The Academy Trustees seem not to have assigned their charter. In 1898, the charter was amended and re-enacted (*Acts of Assembly*, 1897-98, p. 276.) Pike Powers, M. A., (University of Virginia), conducted a classical school near Staunton, the Eastwood School, for a number of years after 1844, "preparing students thoroughly for the highest classes in the University and other colleges." cf. *The University Memorial*. Baltimore, 1871, pp. 435, 643; *Southern Planter*, XVII, No. 9, supp., p. 15.

For much information regarding the earlier schools of Augusta county, see Lyman Chalkley, *Records of Augusta County*, published by the Daughters of the American Revolution.

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Martinsburg Academy had been incorporated in 1822. In 1839 Norman Miller was the principal. In 1840 the number of pupils was twenty.

Miller and Maxwell, *History of West Virginia and Her People*. New York, 1913, p. 562.
*Acts of Assembly*, 1821-22, p. 55.
Martin, *Gazetteer of Virginia*, p. 327.
*Journal and Documents*, 1840-41, 1841-42, Doc. No. 4.

**1813.** RAPPAHANNOCK ACADEMY: CAROLINE COUNTY.

This academy was in existence in 1813. In 1834, Martin says of it: "A flourishing and useful school a few years since, but we believe there has been no teacher there for some time past. We now, however, see an advertisement which states that the school will be opened on the 15th of January, 1835, with teachers fully competent to teach all the branches of education usually taught in our schools." The arms lately used by the Port Royal Guards in the county of Caroline, were authorized to be transferred to the trustees or principal of the Rappahannock Academy in 1848. About this time the principal was William Mahone, Virginia Military Institute, 1847, later a general in the Confederate Army. In 1873, the trustees were authorized to sell the academy, and 264 3-4 acres of land appurtenant, the proceeds to be turned over to the county school board of Caroline county, to be by them applied to the use and benefit of the public free schools of the county.

Martin's *Gazetteer of Virginia*, p. 143.
*Acts of Assembly*, 1847-48, p. 22.
Smith, *The Virginia Military Institute*, Lynchburg, 1912, p. 178.
*Acts of Assembly*, 1872-73, p. 61.

**1814.** HYGEIA ACADEMY: PRINCE WILLIAM COUNTY.

Regarding this academy, an act was passed by the General Assembly in 1822, authorizing sale—"Whereas it is represented to the General Assembly, that a number of individuals associated themselves in the purchase of two and a half acres, and two perches of land with the buildings thereon, situated in the county of Prince William, adjoining the town of Haymarket, which was sold by virtue of an Act of Assembly, 1812, entitled 'An Act concerning the public property near Haymarket', the object of the subscribers to which association was to convert the said buildings into an academy, which was duly incorporated (1814), etc.; that in the purchase and repair of the buildings, and in changing them from their original destination into such as were suited to a literary institution, considerable sums of money were expended, and large debts incurred; that from various adverse circumstances, the academy did not succeed, and the buildings not having been used for the purpose of the academy for six years, are rapidly sinking into decay, and with them the only means of paying the debts of the institution."

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**1815.** MONONGALIA ACADEMY: MONONGALIA COUNTY (AT MORGANTOWN).

This academy seems to have been in existence before its incorporation in 1815. At first it was doubtless a school for both sexes. By 1834 it had become an academy for girls, described in Martin's *Gazetteer* as "one of the cheapest and best conducted seminaries of the kind in the United States." In 1839 (*Acts of Assembly*, p. 124) its property passed to the Morgantown Female Academy. Its funds were considerable, several lotteries having been authorized for its benefit. The building was of brick, 70x40, two and a half stories high. The institution became in 1859 the Morgantown Female Collegiate Institute. It was at that time one of the best established schools in Western Virginia. In 1867 the property was given over to the State of West Virginia, on condition that the State University should be placed at Morgantown.

Martin's *Gazetteer of Virginia*, p. 391.
cf. Whitehill, *Education in West Virginia*, pp. 102-104.

**1815.** MECKLENBURG ACADEMIES: MECKLENBURG COUNTY.

The Pleasant Grove Academy of Mecklenburg county was incorporated in 1815. Christiansville (now Chase City) in Mecklenburg county, (a settlement made by English Wesleyans in the eighteenth century and recruited later), had its academy by charter in 1822. The trustees of the Male and Female Academies of Clarksville were incorporated in 1821; those of the Clarksville Female Academy in 1836; and in 1839, the trustees of the Roanoke Classical and Scientific Institute of Mecklenburg county, 'for the purpose of establishing male and female seminaries in the town of Clarksville.'

Of Mecklenburg county in 1834, Martin's *Gazetteer* has this to say: "At Christiansville, 1 incorporated academy, and 1 common school; at Clarksville, 1 academy; at Boydton a female academy which deservedly ranks high as a boarding school for young ladies; 2 other very respectable boarding schools for young ladies in the county. But the general plan of education in this county is the old-fashioned mode of building a little log house in each neighborhood, where there are as many scholars to be had as will employ a teacher, at about $100 or $150, and the price which is generally paid for tuition, is from $7 to $10 for each pupil, for the scholastic year of from 10 to 11 months. The number of common schools in the county is 62, and the average number of pupils to each is 16—making 990 pupils in the common schools;—there are 64 in the young ladies' boarding schools, 66 in the Randolph-Macon Preparatory School, and 87 in the college, making the whole number of students in the county 1,207."

In the adjoining county of Lunenburg, the minister of Cumberland

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parish for a good many years before 1815, was the Rev. Dr. John Cameron, who had been educated at King's College, Aberdeen. "In Lunenburg county he was obliged to resort to school-keeping, for which by his scholarship he was eminently fitted. He was made a Doctor of Divinity by William and Mary College. If for his strictness he was even then complained of how would such a school as his be now endured by either parents or children? But he made fine scholars." After the Revolution the Rev. George Micklejohn was minister of the parish of St. James, Mecklenburg county. The war being over, he refused to teach boys again, saying "he would have nothing to do with their little American Democrats; it was hard enough to manage them before the Revolution, and now it would be impossible." Meade, *Old Churches and Families of Virginia,* Philadelphia, 1857, I, 185, 188.

*Acts of Assembly,* 1820-21, p. 111.
*Acts of Assembly,* 1821-22, p. 58.
*Acts of Assembly,* 1839, p. 130.
Martin, *Gazetteer of Virginia,* pp. 232-235.
cf. *Memoir of John William Draper.* By Geo. F. Barker. (Read before the National Academy, April 21, 1886.) p. 4.

**1817.** NEWMARKET ACADEMY: SHENANDOAH COUNTY.

Apparently this academy was proposed as early as 1806. It was incorporated in 1817. In 1834 its plant was a large and commodious brick building, 'in which were taught all the branches of liberal and polite education.' About 1840 the building was burnt (Acts of Assembly, 1841-42, p. 94). In 1844 the trustees reported to the Literary Fund (having received aid from the fund), that the number of pupils averaged about 60, and that Latin, Greek, French, Geometry, Trigonometry, Astronomy and Calculus were among the subjects taught. Joseph Salyards, the famous teacher and poet of the Shenandoah Valley, was principal, 1845-55. In 1870 the charter was amended and the academy became the Newmarket Polytechnic Institute.

Martin's *Gazetteer of Virginia,* p. 451.
*Journal and Documents,* 1844-45.
cf. Wayland, *German Element of the Shenandoah Valley of Virginia.* Charlottesville, 1907, p. 156.

**1817.** PITTSYLVANIA ACADEMY: PITTSYLVANIA COUNTY (AT DANVILLE).

The trustees of this academy were authorized in 1826 to raise $10,000 by way of lottery,—"Whereas it has been represented to the General Assembly that the inhabitants of Danville and adjacent country, impressed with the importance of having a school among them, combining classical instruction with the useful branches of general education, undertook to found an academy, the trustees of which were incorporated by an act passed February the eighth, one thousand eight hundred and seventeen; but that their funds, raised entirely by individual munificence,

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have been effectual only so far as to erect a small and unfinished house, and to put the school in partial operation; that the establishment was designed for male instruction only, while females have been left almost without education; or, as an alternative, have been sent to distant seminaries, exposed, remote from their parents and friends, to all the casualties incident to tender years; to enable them to enlarge and complete the present building; to procure books and apparatus, and to found a female department, the trustees desire to be authorized, etc."

A Danville Academy was active in 1855.

*Acts of Assembly*, 1825-26, p. 77.
Brown, *The Cabells and Their Kin*. Boston, 1895, p. 476.

**1818.** ROMNEY ACADEMY: HAMPSHIRE COUNTY.

In the year 1839, a new board of trustees was incorporated for this academy, "in place of such trustees named in the act of incorporation, passed February the eleventh, eighteen hundred and eighteen,* as have died or removed out of the Commonwealth." It was enacted by the General Assembly in 1844, that the Literary Society of Romney should have authority to transfer to the trustees of the Romney Academy any part of such sums as the said society might have received, or afterwards receive, from a lottery authorized for the benefit of the Literary Society in the year 1832. The existent Potomac Academy at Romney, was founded in 1851 by William Henry Foote, author of the invaluable *Sketches of Virginia*.

*Acts of Assembly*, 1817-18, p. 148.
*Acts of Assembly*, 1839, p. 131.
*Acts of Assembly*, 1843-44, p. 83.
Rhees, *Manual of Public Libraries*. Philadelphia, 1859, p. 490.
*Catalogue of Potomac Academy*, 1897.

**1818.** NEWINGTON ACADEMY: GLOUCESTER COUNTY.

Incorporated in 1818, this academy was known to Martin in 1834, and was in operation in 1859. The first building was burned in 1838. It was situated at Gloucester courthouse.

*Acts of Assembly*, 1817-18, p. 151.
Martin, *Gazetteer of Virginia*, p. 179.
*Men of Mark in Virginia*, V. 238.
*Report, Supt. of Public Instruction. Va.*, 1885, II, 78.

**1818.** NORTHUMBERLAND ACADEMY: NORTHUMBERLAND COUNTY.

Receiving its charter in the year 1818, Northumberland Academy was for a good many years a sort of public school; its endowment arising from the glebe lands of the county, the fund from the sale of which having been before 1818 lodged with the agent of the overseers of the poor

* In this year was chartered Mercer Academy of Mercer county, an institution said to have been "very important for the great Kanawha Valley." Miller and Maxwell, *History of West Virginia*, &c. New York, 1913, I, 562.

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of the county. The public character of Northumberland Academy was marked enough to require the taking of a poll in 1848 on the question of the repeal of the charter (*Acts of Assembly*, 1847-48, p. 267).

Subsidized for a few years from the Literary Fund, this academy filed several reports with the Second Auditor. In 1839 it was stated: "Notwithstanding the number of private schools in this and the adjacent counties, the academy has had, the past session, fifty students. It is believed that the expenses are less than for any similar institution in the State; 3 reading Greek, 13 Latin, 8 French, 8 Mathematics, 8 Natural Philosophy, etc.; small boys at usual tasks." The report for 1841 says, "the trustees are persuaded that the citizens of the surrounding country will give this institution the preference over private schools, seeing the decided advantages which are to be derived from the excellent library." The session was a ten months' session then, and the number of pupils around 50. The next year the statement was made that Northumberland Academy was the "best in the Northern Neck." December 12, 1842, Lucien C. Boynton, "a gentleman fully qualified," was president. A few years later Professor Peter McViccar, late of Hampden-Sidney College, was in charge.

The vote taken in 1848, or authorized to be taken, was apparently against keeping the charter. In 1853, an act was passed authorizing the sale of Northumberland Academy, the funds thus arising to be invested by the Board of School Commissioners of the county, and the interest applied annually to the purposes of education in the county, under the act of 1846 for a system of primary and free schools.

*Acts of Assembly*, 1817-1818, pp. 147-148.
*Journal and Documents*, 1839, 1841-42, 1842-43, Doc. No. 4 in each volume.
*Acts of Assembly*, 1847-48, p. 267.
*Acts of Assembly*, 1852-53, p. 240.

**1819.** WINFIELD ACADEMY: DINWIDDIE COUNTY.

This academy by its charter, 1819, was authorized to hold property in value not exceeding $5,000. The institution was active in 1844. In 1853 the Second Auditor was authorized to sell the academy and pay over the proceeds to the Superintendent of Schools in the county of Dinwiddie.

*Acts of Assembly*, 1818-19, p. 136.
*Acts of Assembly*, 1844-45, p. 25.
*Acts of Assembly*, 1852-53, p. 213.

**1820.** BOYDTON ACADEMY: MECKLENBURG COUNTY.

The trustees of the Boydtown Male and Female Academy were incorporated in 1820. About this time the Rev. Stephen Taylor, Williams College, 1816, was principal. This institution doubtless had no connection with Randolph-Macon College, but the establishment of that college ten years later at Boydton (where it remained until 1868) makes

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it pretty certain that there was a school of the academy type at Boydton for forty years before 1860.

In the Randolph-Macon College catalogue for 1857 the statement is made: "In the preparatory school there is a principal and assistant, or assistants, as the number of students may require; and the studies are such as to present the same facilities for improvement presented by other high schools, and at the same time prepare the student thoroughly for his college course." The course of studies in this school for 1856, was:—

"First Book in Latin—McClintock & Crook.
Second Book in Latin—McClintock & Crook.
Caesar's Commentaries (six books)—Schmitz & Zumpt.
Virgil (six books of the Aeneid)—Schmitz & Zumpt.
First Book in Greek—McClintock & Crook.
Second Book in Greek—McClintock & Crook.
Xenophon's Anabasis—Owen.
Arithmetic—Ray.
English Grammar—Smith.
Modern Geography—Mitchell.

It is recommended to students preparing for college, to supply themselves with Freund's, Leverett's or Andrews' Latin Lexicon, Liddell and Scott's Greek Lexicon, Smith's Dictionary of Antiquities, Smith's Classical Dictionary, Zumpt's Latin Grammar and Kuhner's Greek Grammar (College Edition)."

In 1856 the principal of this school was Charles W. Crawley, a graduate of Hampden-Sidney College. Before 1850, Williams Thomas Davis was the principal, later president of the Southern Female College of Petersburg.

*Acts of Assembly*, 1819-20, p. 81.
*Catalogue of Randolph-Macon College*, 1856-57.
*Men of Mark in Virginia*, IV, 87.
cf. Adams, *Thomas Jefferson and the University of Virginia*, chap. XVII.

**1822.** STRASBURG ACADEMY: SHENANDOAH COUNTY.

"It has been represented to the General Assembly, that certain real estate in and adjoining the town of Strasburg, in the county of Shenandoah, with the ground rents accruing thereon, were devised by the late Christian Stover (of Peter), to the use of a seminary of learning to be kept thereon." Therefore it was enacted by the General Assembly, January 9, 1822, that the three trustees for Christian Stover's property, appointed by the county court, should be the trustees of the Strasburg Academy.

In 1834 this academy was described by Martin as "a handsome building with a valuable lot of land attached, on which has been erected out of the income an excellent house as a residence for the principal." The

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three Shenandoah county academies, Strasburg, Woodstock, and Newmarket were in 1840 granted any surplus from the Literary Fund in the hands of the school commissioners of the county. The reports filed in consequence by Strasburg Avademy are not specific. In 1873 the trustees of the Stover Fund were authorized to sell all of the property, less one and one quarter acres, and to apply the proceeds for the betterment of the remainder, or 'in well secured loans as they may deem best calculated to carry out the purposes of the devisor.'

*Acts of Assembly*, 1821-22, p. 57.
Martin's *Gazetteer of Virginia*, p. 450.
*Acts of Assembly*, 1872-73, p. 51.

**1826.** ROCKINGHAM ACADEMY: ROCKINGHAM COUNTY.

Possibly the year of its incorporation, (the charter providing that this academy shall in all things and at all times be subject to the control of the Legislature), certainly the next year, the Rockingham Academy was put in operation, and has continued to the present time, with occasional brief interruptions. The site of the school is on the east side of the Little Shenandoah river, near the Shenandoah county line. The name 'Rockingham Academy' has long been out of use, and the place is now called 'The Plains.' The original building was a log house, with a single room 22x28 feet. This structure was removed in 1857, and the present building put up—a double, one-story house, one part of which is used for the school, the other as a church. Never at any time have the courses of study been more than partly devoted to advanced work.

The original trustees were members of the Primitive Baptists and the Dunker denominations, and their descendants still hold the property.

Wayland, *The German Element of the Shenandoah Valley*,* Charlottesville, 1907, p. 158.

**1826.** SALEM ACADEMY: ROANOKE COUNTY (FORMED IN 1838 FROM BOTETOURT COUNTY).

A lottery was authorized in the year 1826, $50,000, a part of the amount raised to go to the building of an academy in the town of Salem, other moneys to be subscribed. Martin's *Gazetteer* lists for the town of Salem in 1834 two female schools and one male school. The Salem Academy was incorporated in 1837, not to hold property beyond the sum of $20,000. In their reports to the Second Auditor, 1841-42, and 1842-43, the trustees stated that the number of pupils was from forty to seventy, both boys and girls, W. G. Williams, A. M., and wife in charge. In 1854 the Salem Male Academy was incorporated, the prop-

* cf. Wayland, *History of Rockingham County*, p. 283ff:—
From about the year 1825 through the civil war, Joseph Funk's school at Mountain Valley, in Rockingham county, was very successful. 'A number of young men were in attendance from various parts of the country.' In 1859 this school, among other things, engaged to teach the art of teaching music.

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erty of the institution vested in nine trustees, and deemed personal estate. Roanoke College, at Salem, had been chartered in 1853, an institution growing out of the Virginia Collegiate Institute, incorporated in 1845.

*Acts of Assembly*, 1825-26, p. 76.
Martin, *Gazetteer of Virginia*, p. 330.
*Acts of Assembly*, 1836-37, p. 171.
*Journal and Documents*, 1841-42, 1842-43, Doc. No. 4.
*Acts of Assembly*, 1853-54, p. 70.
*Acts of Assembly*, 1852-53, p. 238.
*Acts of Assembly*, 1844-45, p. 104.

**1827.** NEW BALTIMORE ACADEMY: FAUQUIER COUNTY.

Martin, in his invaluable *Gazetteer*, speaks of this academy: "A flourishing academy in high estimation." This academy was incorporated in 1827. From 1835 to 1855 the Rev. John Ogilvie was the principal.

Martin, *Gazetteer of Virginia*, p. 173.
*Acts of Assembly*, 1826-27, p. 99.
Statement of A. R. Bartenstein, 1913, Deputy Clerk Fauquier Circuit Court.

**1827.** WHEELING ACADEMY.

Of Wheeling, Martin says (to be referred to the year 1834): "There are a number of very excellent institutions here. 1st. The Wheeling institute, contains 4 departments, viz: infant—primary—classical, and female—under the superintendence of six teachers; 150 to 160 pupils. 2nd. The Wheeling Lancasterian Academy.* 3rd. The Wheeling Classical Academy. 4th. The Wheeling Female Seminary. 5th. The Wheeling University, not yet organized (chartered in 1831), and nine common English preparatory schools." (Population in 1830, 5,222; estimate for 1834, 8,000.)

Martin's *Gazetteer of Virginia*, p. 406.

**1829.** SMITHFIELD ACADEMY: ISLE OF WIGHT COUNTY.

Of Smithfield, Martin says in 1834: "A male and a female academy, in which are taught all the branches of polite education, 4 other schools containing generally 150 pupils jointly, children being sent here to school from the surrounding country, and some from great distances, in consequence of the healthiness of the place." This academy, a brick building of two large rooms, one upstairs and the other down, was incorporated in 1829, and kept in constant and successful operation until 1861. From 1872 to 1906 Smithfield Academy was used and occupied as a public school. The school board then bought the Smithfield Male and Female Institute, and since 1906 the academy has been vacant and unoccupied.

Martin, *Gazetteer of Virginia*, p. 197.
*Statement of Major R. S. Thomas*, February, 1913.

* On the foundation of Noah Linsly, a native of Connecticut; chartered in 1815. In operation, with different methods, in 1902. In 1856 Messrs. Willis and Henry Harding established an excellent classical school in Wheeling, which was closed by the Civil War.—Whitehill, *Education in West Virginia*, pp. 80-83; p. 90.

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**1829.** CHESTERFIELD ACADEMY: CHESTERFIELD COUNTY.

As early as 1809 there was a Manchester Academy, at Manchester, in the county of Chesterfield. The Rev. John Kirkpatrick, a graduate or Hampden-Sidney College, was in charge of a classical school at Manchester from 1815 to 1819. During this period Mr. Kirkpatrick also made experiments, with success, in the teaching of deaf mutes. In 1829 the Chesterfield Academy was incorporated, William S. Archer (late U. S. Senator) being one of the trustees. In 1852 the Clover Hill Academy, Chesterfield county, was granted incorporation. Dr. R. B. Winfree had a school in this county in 1855.

Chesterfield county had an endowed free school for forty years after 1818, under the will of Margaret Faulkner, who had bequeathed for the purpose all of her lands and some personal estate. This school was called "The Faulkner School."

Sprague, *Annals of the American Pulpit*, IV, 510.
White, *William S. White and His Times*, Richmond, 1891, p. 25.
*Acts of Assembly*, 1828-29, p. 122.
*Acts of Assembly*, 1817-18, p. 152.
*Men of Mark in Virginia*, III, 22.

**1831.** KESWICK SCHOOL: ALBEMARLE COUNTY.

The following note, regarding schools in the Keswick (formerly Turkey Hill) neighborhood, is all the more interesting from its personalities, and gives every evidence of being authentic, although the source is not indicated. It is printed at pp. 132-145, *Genealogy of the Page family in Virginia*. By Dr. R. C. M. Page, New York, 1893:

"Regarding the present Keswick school, in former years there was a school here, or in the neighborhood, for teaching the children of the various families, as follows:

1831-32. William W. Hawkins taught for a short time at the old Bentivoglio Tavern, which was kept at that time by Mr. Joseph Campbell. The school was then removed to a log house in the woods near by, called the Tick Hill Academy. Among the pupils were Frank W. Page, Carter H. Page, James Farish and John T. Farish, twin brothers; Reuben Gordon, William F. Gordon, Jr., Lewis Miller, and others. Mr. John T. Farish died in New York a few years ago, a millionaire.

The old Bentivoglio Tavern, called old Benti for short, stood on the South side of the public road about a quarter of a mile East of the mouth of the Turkey Sag. The latter is the name of the public road that runs Northwest over the mountains, along Feather-Bed Lane, across Turkey Run, and through Turkey Gap. The tavern was originally built by Hon. Francis Walker of Castle Hill for the accommodation of travelers in those days. It has long since gone to ruin and nothing but a depression in the ground now remains to mark the original site. The post-office at Lindsay's turnout on the railway, some two miles distant, is

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known as Bentivoglio. This and other beautiful Italian names for places in the neighborhood, such as Modena and Monticello, were doubtless given by Italian laborers imported in early times by Thomas Jefferson for the purpose of introducting grape culture. [It is more likely that Mr. Jefferson was directly responsible for the name Monticello at least.]

1832-33. Mr. Crawford taught at the same place with the same scholars. Crawford was an exhorter in the Baptist Church, and used the hickory freely. The boys were much afraid of him. Sometimes he would be absent the whole day preaching, and the boys would be afraid to go home. In the evening he would return, and the whole school, drawn up in a line in the public road, would be put through a course of spelling.

1833-34. James L. Gordon taught at Edgeworth, the residence of his father, with much the same scholars.

1834-35. William W. Hawkins rented the Bentivoglio Tavern and taught school again. Mr. Campbell having left, the scholars were nearly the same.

1835-36. Mr. Provost, a graduate of Princeton, taught at Castle Hill, the residence of Hon. William C. Rives. There were a limited number of pupils, among whom were Frank W. Page, Carter H. Page, Frederick W. Page, Francis R. Rives, and William C. Rives, Jr. Provost was one of the best teachers. He also courted all the marriageable girls in the neighborhood. [Mr. Provost seems to have been a capable man all round. cf. *Life of William Fitzhugh Gordon*, by Armistead C. Gordon, New York and Washington, 1909, p. 59.]

1836-37. Edwin Hall, of Maine, a pupil of the poet Longfellow and a graduate of Bowdoin, taught at Bentivoglio. Among the pupils were Frank W. Page, Carter H. Page, Frederick W. Page, Reuben Gordon, William Gordon, Henry Michie, Johnson Michie, and Lewis Miller.

1837-38. Giles Waldo, a graduate of Yale, taught at Bentivoglio. The scholars were the same, with the addition of William Anderson and Richard Anderson, of Richmond, Va., as boarders.

1838-39. Mr. Janes, of Burlington, Vermont, taught at Bentivoglio, and among the scholars were Robert W. Nelson, W. Douglas Meriwether, William C. Rives, Jr., Lewis Miller, William Lewis (colonel), and brothers William, Richard, and Jack Anderson, and Carter and Frederick Page.

1839-40. Jacob Belville, of Princeton, taught at Bentivoglio, with the same scholars, except R. W. Nelson, and William and Richard Anderson.

1840-41-42. James Chisholm, of Harvard, taught at Keswick, in the old schoolhouse down in the lot. Among the scholars were Frederick W. Page, Mann Page, Jr., Wilmer Page, Lindsay Walker, George and Charles Gordon, twin brothers; Alexander Gordon and Alfred Rives.

1842-43. Thomas W. Cattell, of New Jersey, graduate of Prince-

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ton. He taught at the same place, and the scholars were Frederick, Mann, Wilmer and Thomas Page; George, Charles, Churchill and Alexander Gordon, and William C. Cattell. [This was no doubt Dr. William C. Cattell, president Lafayette College and father of James McKeen Cattell. In 1849, after graduating at Princeton, Dr. William C. Cattell spent a year himself teaching in Virginia.]

1843-44. George Jeffery, of Cambridge, England, taught at the same place with the same scholars, except Frederick W. Page. It was about this time that F. W. Meerbach, a famous German pianist, gave music lessons to young ladies in the neighborhood. Mr. Jeffery was a very eccentric man, and the two had a quarrel, resulting in Mr. Jeffery's going next session to Edgeworth.

1844-45. George Jeffery taught at Edgeworth, the residence of Gen. William F. Gordon. The same boys, except William C. Cattell.

1845-46. Mr. Taylor, a Princeton man, taught at Edgeworth, with the same scholars.

1846-47-48. Frederick W. Page [Univ. of Va., and very much later, Librarian, Univ. of Va.] taught at Keswick, in the old schoolhouse in the lot. The scholars were Frank Hopkins, Churchill and Alexander Gordon, Mann, Wilmer, Thomas and Channing Page. The latter wore a check apron, much to his annoyance.

1848-49. Calvin S. Maupin, of North Carolina, taught at Edgeworth, with the same boys except Channing Page, who was too young to walk there. Mr. Maupin was not a very literary man, nor did he much enjoy conversation at meals, being usually blessed with a ravenous appetite. Thus while General Gordon was telling some anecdote about President Jackson, when he was a member of Congress, Mr. Maupin interrupted him in the middle, at the most interesting part, by remarking, "General, you got my bread."

1849-50. Mann Page taught at Keswick. The scholars were Churchill, Alexander and Mason Gordon; Henry Lewis; and Wilmer, Thomas and Channing Page.

1850-51. Dabney C. T. Davis taught at Keswick. He was a graduate of the University of Vriginia. The scholars, in addition to those mentioned next above, were John and Hugh Nelson, twin brothers and boarders at Keswick; and John and Rice McGhee, also twin brothers.

1851-52. Samuel S. Carr, of the University of Virginia, taught at Keswick. Lewis McGhee, brother of John and Rice, was a scholar this year. The McGhees came from Bedford county, and boarded at Logan, the residence of Captain M. Lewis Walker.

After that there were so few boys left in the neighborhood, that there was no occasion for a school. It was not until within a few years past that the present (1893) Keswick school, James M. Page, headmaster, was established."

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This is a valuable record. Showing among other things the conditions of such schooling at the time the University of Virginia was established, and how the University supplied the demand more and more.

**1832.** AMELIA ACADEMY: AMELIA COUNTY.

The *Southern Planter* for May 1856, contains this advertisement: "Amelia Academy. The 24th Session of this Institution will open on October 1, 1856, and close August 1, 1857. Terms per session of 10 months. Board and tuition, $200; $100 payable October 1st, and the other $100 March 1st. The course of studies is preparatory for the University of Virginia, and the text-books generally the same. The principal treats his pupils as members of his family, and aims at their improvement in all respects. For further particulars, see catalogue of Amelia Academy for 1856. Direct Lodore P. O., Amelia. Wm. H. Harrison."*

In 1840 the Washington Academy of Amelia was incorporated. A school of that name was in existence in 1873, (cf. *Men of Mark in Virginia*, V, 412,) Dec. 26, 1800, a college was chartered, to be called Jefferson College, in the county of Amelia. The trustees were authorized to take action at law against subscribers failing to pay, but doubtless this Jefferson College never had being.

*Southern Planter*, May, 1856, supp. p. 6.
*Acts of Assembly*, 1839-40, p. 102.
Hening, *Statutes at Large*, Supp. II, 259.

**1832.** VIRGINIA BAPTIST SEMINARY.

This institution grew out of the Virginia Baptist Education Society, organized in 1830 for the education of candidates for the ministry of the Baptist Church. In 1832 the society bought a small tract of land near Richmond, and opened a manual labor school, with the Rev. Robert Ryland as teacher. The school was called the Virginia Baptist Seminary. There were fourteen students the first year. During the second session, which began in February, 1833, the number of students was twenty-six. The course of studies was, 'arithmetic, geography, grammar, algebra, geometry, Latin and Greek, natural and moral science, with theology as an optional study.' This seminary was incorporated as Richmond College in 1840,† having been removed in 1833 to the site at present occupied by Richmond College.

The manual labor feature of the Virginia Baptist Seminary was, at

* cf. *Southern Planter*, Sept. 1857-Suppl. p. 3—"University of Virginia, June 23, 1857. We believe the Amelia Academy, under the management of Mr. W. H. Harrison, one of the best preparatory schools in Virginia. Gessner Harrison, John B. Minor, James L. Cabell, S. Maupin, Jas. P. Holcombe."

About 1825 the Hon. William B. Giles had a classical school at his home, called "Wigwam," in Amelia county. See letter of Thomas Jefferson to Giles, Dec. 25, 1826.

† The institution was not formally turned over to the Trustees of Richmond College until January 1st, 1843. At that time there were three teachers, at salaries of $900, $600, and $500.

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the first, emphasized, but gradually 'faded from view' and was virtually gone in 1841.

During the ten years of the existence of the seminary the number of pupils rose to more than seventy per annum. The corps of instructors consisted of Dr. Ryland and two tutors. Among the assistants were William F. Nelson, F. W. Berryman, Caleb Burnley, R. A. Claybrook, Elias Dodson, I. G. Barker, J. C. Clopton, S. C. Clopton, George Struve, and Charles L. Cocke (later president of Hollins Institute). In 1842 the trustees of Richmond College declared: "The trustees are determined to avoid pecuniary embarrassment, and they propose to conduct the college classes only so far as their resources may justify, taking care to have the students thoroughly taught as far as they shall go. It is not their purpose to confer degrees till they shall have afforded facilities equal to those of other chartered institutions." The first award of the degree of Bachelor of Arts was made in the year 1849. As early as 1793 the Baptists of Virginia had proposed to found a seminary of learning.

Adams, *Thomas Jefferson and the University of Virginia*, (U. S. Bureau of Education), pp. 271-274.
Semple, *Rise and Progress of the Baptists in Virginia*. Edited by G. W. Beale, Richmond, 1894, p. 113.

**1834.** WASHINGTON* ACADEMY: WESTMORELAND COUNTY.

Incorporated in 1834, in 1836 and 1837 the principal was H. J. Foster, A. M. In his report to the Second Auditor for 1841, Henry Taylor, President of the Board of Trustees (Lawrence Washington, Secretary), said: "It is the desire of the trustees to render this academy useful as a normal school, and they regret that its very limited means heretofore have prevented the carrying out their wishes to their full extent." In 1843 there were fifteen pupils.

*Journal and Documents*, 1838, 1839, 1842, 1843, Doc. No. 4 in each volume.

**1835.** CONCORD ACADEMY: CAROLINE COUNTY.

Concord Academy was Frederick Coleman. He came to the school in 1835, immediately after his graduation as a Master of Arts at the Uni-

* It is quite possible that this Washington Academy was the outcome, after a hundred years, of the glebe school of 1724, in Washington Parish, Westmoreland county. The minister of the parish, Lawrence De Butts, in his report to the Bishop of London, dated July 1st, 1724, said in answer to the Query, Have you in your Parish any public school for the instruction of youth? If you have, is it endowed? and who is the master? "The gentleman who bequeathed my glebe to the parish left the whole tract (containing 440 acres), to be disposed of by the Vestry for the better maintenance of a minister and schoolmaster, the Vestry made no division of the land, but gave it entirely to me as a glebe, with this proviso, that I provide a sufficient person to instruct the youth in reading, writing and arithmetic under my inspection, which condition I have complied with."
See *Queries to be answered by every Minister*, in "Historical Collections relating to the American Colonial Church." Edited by William Stevens Perry, D. D., [Volume I, Virginia], p. 292.
How interesting to trace, as might at times be done, the passage of glebe lands to Academies, of Academies to High Schools. That is to say, several of our High Schools descend direct from ancient glebes.

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versity of Virginia. His brother, Atwell Coleman, was in charge of the school at the time,* but shortly after removed to Alabama.

'There has been—fortunately, perhaps, there can never be—such another school. Every man for himself—that was all. Be a man—be a gentleman—nothing more. Obedience and truthfulness—these were the only virtues recognized or inculcated; obedience absolute to Fred. Coleman. His wrath was something terrible, a tornado, in its irresistible and undisciplined fury. Lying and cowardice were not forgiven—for they were impossible at Concord. Fighting was not prohibited; only it must be a fair fight. Old Fred. would see to that.

There was in the school absolutely no method. No hour was appointed for any of the classes. We never knew at what hour of the day or night any class would be called for. Ben, the trusty servant, who equally feared and worshipped his master, would ring a bell and announce the class at any hour. 'Sophocles, with your candles, gentlemen,' was a familiar cry. Many and many a time, each fellow with the tallow 'dip,' we have read till midnight—often later—and never a sleepy eye, while Old Fred. expounded to us Antigone or Ajax. The law of place was as uncertain as that of time. The classes would meet anywhere. Without law or method, in disregard of every rule of order or even decorum, was laid the foundation of that scholarship which made Concord famous among schools. Old Fred. was a dear lover of horses. He drove the best team between Richmond and Washington—a pair of magnificent blacks, worth easily a thousand dollars. To ride with him behind that span was the supreme joy of the school.

Coleman held that the first book of Livy contained all Latinity, and that all the glory that was Greece, was to be found in the Hecuba of Euripides. He taught these as they were never taught before or since. From these as starting points, his teaching of Latin and Greek proceeded. A copy, for example, of the Hecuba, as taught by Coleman would be a literary curiosity. Every line, phrase, form, idiom, was made a centre of citation. We used only complete texts, without notes, at Concord. A Latin or Greek grammar I never saw there. Coleman's teaching cannot be analyzed, except by saying it was Fred. Coleman himself. He was a man of massive power of body, mind, will. Through this power he dominated all his boys—impressed himself upon them—wrought himself into them—controlled them by his immense will power—moved them by his mighty sympathy—startled them into life by his stentorian voice and

* The father of these brothers had been a teacher in the same county. "From a letter of John Taylor, of Caroline, it appears that there was a fairly prosperous boarding school in Caroline county in 1817." cf. Trent: *English Culture in Virginia*, [Johns Hopkins University Studies in Historical and Political Science. Seventh Series], Baltimore, 1889, p. 12. Professor Trent's summary of conditions, pp. 9-12, is erroneous. He did not have the facts before him.

Curiously, there was a newspaper established at Port Royal, Caroline county, in 1851, called *The Port Royal Times and School Advocate.*

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moulded them by his dynamic mind. As a teacher he was the greatest of his age; there has been no other like him.' (Professor Joynes).*

'However, surely the system pursued at Concord, or rather want of system, would have proved a miserable failure in the hands of any other man, with Coleman certainly it was a wonderful success. His academy in its comparatively brief existence, won a reputation as a preparatory school to the University, which has never been surpassed by any of the excellent fitting schools which have sprung up and flourished in Virginia since that day.' (Professor Abbott.)

Edward S. Joynes, *Old Concord Academy*, in University of Virginia Alumni Bulletin, III, 25-32. (cf. pp. 74, 105.)
William R. Abbott, in University of Virginia Alumni Bulletin, V. 63.
W. Gordon McCabe, *Virginia Schools Before and After the Revolution, with a Sketch of Frederick William Coleman, M. A., and Lewis Minor Coleman, M. A.* Charlottesville, 1890, p. 40ff.

**1836.** SAINT BRIDE'S ACADEMY: NORFOLK COUNTY.

Incorporated in 1836, Saint Bride's Academy was in 1845 made a part of the free school system of Norfolk county, begun in that year. The school commissioners of the county were empowered to make such arrangements with the trustees of the academy as might be agreed upon, 'for converting the said academy into a free school for the ordinary branches of reading, writing and arithmetic,' a moderate charge to be made for such higher branches as might be taught in the academy. Saint Bride's Academy was at the time receiving assistance from the Literary Fund, and its report for the year before showed that it was 'prosperous.' In 1840, S. H. Lowell, of Waterville College, Maine, was the principal, receiving a salary of $500 plus fees. August 1842, William T. Davis was principal, and new buildings had been erected.

*Acts of Assembly*, 1844-45, p. 32.
*Journal and Documents*, 1841-42, 1843-44, 1845-46, Doc. No. 4.

**1837.** FOX HILL ACADEMY: ELIZABETH CITY COUNTY.

This academy, incorporated in 1837, seems never to have flourished, and was possibly established very largely as a charity school. As far as traceable, Fox Hill Academy received aid from the Literary Fund, under the act of 1836-37, and may have lapsed entirely into a primary school, after the act of 1846. From the reports of its trustees to the Second Auditor, Fox Hill Academy was begun in 1837, with 68 students, of whom 33 were paupers. In 1840 there were thirty to fifty pupils, the majority being paupers. December 16, 1842, the statement was that the school

* Coleman gave up this school in 1849, the year of the establishment by his relative, Lewis Coleman, of the more conventional but hardly less famous Hanover Academy. Fred. Coleman died in 1868; he had been a member of the Senate of Virginia. The Concord estate was a large one, nearly 2,000 acres. Coleman was a bachelor, and there was not a woman on the place, except a few old negroes. Almost everything used was raised on the farm. Including the foreman, all the staff belonged to Coleman. The fare was rough, simple and abundant. Coleman once summoned the cook and threw at him all the bread on the table.

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was accommodating with instruction a large section of the county. In 1842, Mr. C. W. Thompson had given place as principal to Dr. C. Hubbard, and the number of pupils averaged 20; in 1844 Fox Hill Academy was 'not flourishing,' Dr. Hubbard in charge.

*Journal and Documents*, 1839, 1841-42, 1843-44, 1844-45, 1845-46, Doc. No. 4.

**1837.** FRONT ROYAL ACADEMY: WARREN COUNTY.

Chartered in 1837, the trustees of this academy in 1847 were willed a parcel of land in the town of Front Royal, whereon they erected an academy, incurring an indebtedness which was not extinguished until 1869, and by the sale of the property. In 1848 thirty muskets were issued the trustees, for the instruction of the pupils in military exercises. In 1876 the proceeds of the sale of the academy were applied to the erection of a public free school building.

*Acts of Assembly*, 1875-76, p. 252.
*Acts of Assembly*, 1847-48, p. 356.

**1838.** MARSHALL ACADEMY: CABELL COUNTY.

Conducted as an academy with varied success for twenty years after its incorporation in 1838. Incorporated as a college in 1858, and in 1867 changed to a State Normal School, called Marshall College, situated now about one mile from the business portion of Huntington, West Virginia.

Whitehill, *Education in West Virginia*, pp. 39-41.

**1839.** EPISCOPAL HIGH SCHOOL: FAIRFAX COUNTY.

Dr. George T. Wilmer opened the Howard School in 1831, on the site of the Episcopal High School; the teachers were the Rev. Jonathan Loring Woart (pronounced Wirt) and the Rev. John Woart, once chaplain in the U. S. Army. The school continued three years. It was limited in number to eighteen pupils, and the prices were such as to insure the most valuable patronage. The boys were devoted to Mr. Woart, a successful teacher.

When Bishop Meade wished to establish a Church School, the Howard tract was bought in 1838, and five thousand dollars paid for the sixty acres and the buildings. There was something of a prejudice at that time against the colleges and the University, and the idea of establishing this school was to fit students for professional study, and to subject them to very close discipline.

On Tueday, October 15, 1839, the Episcopal High School opened, with four teachers and thirty-five boys in attendance during the session. Rev. William N. Pendleton, late of Newark College, Delaware, was rector, and his chief assistant Milo Mahan, from near Suffolk, Va. Mr. Mahan was a man of much intellect, an able Greek scholar, and a successful

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teacher. The charge to students was $200 for the ten months' session, bedding and towels extra, and sons of clergymen received at half price. The second session, an additional building having been put up, there were 101 pupils, and 110 the third. Assistant teachers at this time were John Page, of Hanover county, and Robert Nelson. The professors in the nearby theological seminary gave instruction at times. In 1844, the numbers fell to 47, and in July of that year the school was suspended, owing to a deficit of about $7,000. The financial failure of the school was due to Dr. Pendleton's generosity in receiving too many pupils at reduced rates, and often nothing at all. During the Civil War, Dr. Pendleton (a graduate of West Point) became Chief of Artillery, Army of Northern Virginia.

The Episcopal High School was opened in 1845, under the Rectorship of Rev. Edwin A. Dalrymple. He himself taught seven hours a day, and he had two assistants, Henry C. Lay, and Francis M. Whittle, both afterwards Bishops of the Episcopal Church. Dr. Dalrymple had the Latin classes, Mr. Whittle the mathematical, and Mr. Lay the Greek classes. Dr. Dalrymple was a very exact scholar, and a most thorough and successful teacher, and under his control the school reached the number of eighty-five pupils. His discipline was very severe, but that was a day when Solomon's precept was generally followed. Some of Dr. Dalrymple's old scholars can remember the slow unwilling footsteps of those who, having missed a lesson, descended to the rector's study for a private interview later on. Dr. Dalrymple was a learned man of great social gifts. He had a "bushel of anecdotes," always fresh and flowing.

In 1853, Rev. John P. McGuire succeeded to the rectorship, and under him the school was most successful. It was closed May 1, 1861, by the war.*

Joseph Packard, *Recollections of a Long Life,* Washington, 1902, pp. 181-189.

**1839.** FLEETWOOD ACADEMY: KING AND QUEEN COUNTY.

"About the year 1839, a Scotchman of culture and wise forecast, came to us and established an academy at Fleetwood, some six miles above Bruington Church. This gentleman, Mr. White, deserves the everlasting gratitude of our people, within and beyond the borders of the county. He erected a standard which is telling today upon a number of pupils who do him honor."

Apparently Fleetwood Academy was active from 1839 to 1860. It was issued forty muskets by the State in 1848, for the instruction of the pupils in military exercises.

From about 1800 to 1827, Dr. Robert Baylor Semple had a prosperous school at his home "Mordington," King and Queen. "At this place,

* The Episcopal High School was reopened in 1866, and has long been one of the best schools in the country. Immediately after the war, McGuire's school was established in Richmond by John P. McGuire, a son of Rector McGuire.

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for a number of years, he conducted a school. As an instructor of youth, he was much approved and highly useful. In this employment in connection with the cultivation of a farm, he was soon placed in very comfortable circumstances." *Virginia Baptist Ministers*, p. 249.

Bagby, *History of King and Queen County*,* Washington, 1908, p. 86.
Johnson, *The University Memorial*, p. 178.
*Men of Mark in Virginia*, III, 176.
*Acts of Assembly*, 1847-48, p. 356.

**1839.** RECTOR COLLEGE: HARRISON COUNTY, [PRUNTYTOWN].

In 1838 the Western Virginia Education Society was incorporated. This title in 1842 was changed by amended charter to Rector College. Howison, writing in 1847, says: "Rector College, in Harrison county, is under the care of the Baptists. It was established in 1839, and has about fifty students." Whitehill (*History of Education in West Virginia*), makes no mention of Rector College.

*Acts of Assembly*, 1841-42, p. 88.
Howison, *History of Virginia*. Richmond, 1848, II, 472.
Rhees, *Manual of Public Libraries*. Philadelphia, 1859, p. 486.

**1842.** LITTLE LEVELS ACADEMY: POCAHONTAS COUNTY.

Established in 1842. The Rev. Joseph Brown was the first principal of this academy. After seven years of successful work, he was succeeded by the Rev. M. D. Dunlap, who remained in charge of the institution until it was closed at the opening of the Civil War. In 1865 the building was purchased by the county for public school purposes. This academy was well patronized during the eighteen years of its existence, and aided largely in the educational development of Pocahontas and adjacent counties.

Whitehill, *Education in West Virginia*, p. 106.

**c. 1846.** RIDGEWAY SCHOOL: ALBEMARLE COUNTY.

"The next session of my school will begin on the first Monday in September and end on the last Friday of June, 1856. There will be a vacation of two weeks at Christmas. I charge $220 for a whole session, or $25 a month for any period less than a whole session. I furnish my pupils board, lodging, light, fuel, washing, and all else necessary to comfort, and make no extra charges for anything. I have three assistant teachers, and am prepared to give instruction in every branch of education proper to fit boys to enter the University of Virginia. For further particulars, apply to me, at Charlottesville, Va.

FRANKLIN MINOR."

* Dr. Bagby mentions other King and Queen county schools of this period—John Bagby and John Pollard's School at Stevensville, "English, the classics, and mathmeatics"; Jas. G. White, R. H. Bagby, W. T. Berryman, headmasters.—A school at Newtown conducted by Lewis Kidd, 1850-1857, and Spencer Coleman, 1857-1861; very successful.—Prof. Gogerty's Academy at Centreville, 1856-1861. Prof. Gogerty was killed by the brother of a chastised pupil.

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[Advertisement in *Southern Planter,* January, 1856. cf. adv., September, 1857, p. 529.]

This advertisement of the Ridgeway School, may be supplemented by the following letter of reminiscence. Such an establishment will doubtless never be seen again in any part of the world.

"I was a school boy at Ridgway from 1851 to 1857, in which year the school was closed because of Mr. Minor's ill health, and there got all my education preparatory for the University of Virginia, as did many other boys from Virginia and the South. Mr. Minor ran the school very successfully for ten years or more. I was born in 1840, and I know as far back as I can remember that I was to go to Ridgway as soon as I was old enough to walk, which I did for six years through a ten months session, getting to school by *sunrise,* winter and summer, and missed but one day during the time.

"The school was located about four miles from Charlottesville, and averaged in my day 60 boys, boarders, besides eight or ten day scholars. The boarders were housed in dormitories, built for the purpose, very plain, unpretentious buildings, 2, 4 and 6 rooms, the larger part 4-room frame or log buildings. Mr. Minor owned a large and productive farm [about 1,000 acres], which he managed himself, with a sensible, practical overseer to carry out his orders; it was well managed and furnished an abundant supply of meats, salt and fresh, corn for meal and wheat for flour (with a considerable surplus of wheat), also plenty of vegetables and apples. Mr. Minor kept a good table for the boys and his family, all eating together, and had a genius for managing boys such as I never saw surpassed, and though his rules were strict and strictly enforced, and he practiced flogging when needed, I never knew a boy there, who had good in him, who did not respect and like him, and very many of them loved him and showed it as long as he lived, and the few of us still living, I believe, retain this feeling. Yet we thought, when at school, that we had some grievances, and were ruled very strictly, the boys had to cut their wood and make their fires and wait on themselves, though their water was brought and room cleaned up by servants, and worst of all, *that having to* get up and go into school by sunrise. There were plenty of servants to cut wood, make fires, but old Frank (his appellation) thought cutting wood was good for boys and made them do it. He had usually two assistant teachers, besides a native Frenchman, who taught only French, and his fine judgment of men enabled him to select most competent and efficient men for the important parts. Capt. Willoughby Tebbs, Col. Leroy Broun, John Henry Powell, among them, each of whom proved most successful teachers through life. Major Wm. N. Bronaugh, too, who taught at Ridgway 4 years. Franklin Minor was a man of broad views and extensive reading on all subjects of interest in his day, particularly educational, agricultural and political, and was recognized as a leading man

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in his county, and served on the Board of Visitors of the University, and as a member of the Legislature, and long as a member of our old "Magistrates Court," but it was as a teacher of boys and young men that he excelled, and very many old "Ridgway boys" made their mark in after-life in their several callings, while many others were most distinguished in our Southern Army and gave their lives for their native South, and they came not from Virginia alone, but many from Ga., Ala., La., Texas, Ark., Mo. and Tenn. The survivors are few now, so far as I have been able to ascertain, and scattered through the South, and I know of no one, now alive, who can probably give as much information about Ridgway school and its founder and manager, as myself, or who would give it more willingly. When the school at Ridgway was closed because of the health of its head, it was taken up by Dr. Chas. Minor (brother-in-law of Franklin), established after vacation, at his residence, "Brook Hill," about 6 miles from Ridgeway, and successfully carried on by him for several years, until broken up by the war.*

[Statement of William W. Minor, Esq., of Albemarle county, April 2, 1913.]

**1848.** MOSSY CREEK ACADEMY: AUGUSTA COUNTY.

Major Jed Hotchkiss, distinguished during and after the Civil War as a topographer and engineer, took charge of this school (established for him) about the year 1848, and kept it for ten years, making it 'one of the best schools for boys in the State.' Major Hotchkiss was a native of New York (Windsor, Broome Co.); and a member of the Staff of General T. J. Jackson during the Civil War. Professor John H. Lecky succeeded Major Hotchkiss as principal of the Mossy Creek Academy.

*Men of Mark in Virginia,* V. 214, II, 389.

**1849.** HANOVER ACADEMY: HANOVER COUNTY.

This school was established by Lewis Minor Coleman, a Master of Arts of the University of Virginia. He was a nephew of Fred. Coleman, and for a year or two was an assistant to Frederick Coleman at Concord Academy. That school closing its career in 1849, the younger Coleman began on his own account at Taylorsville, Hanover county, his academy enrolling the first year 40 boys. During the ten years Coleman was in charge of the school, the numbers reached eighty, the largest school then perhaps in the State. This school was established exclusively with a view to prepare students for the University of Virginia; the text-books and plan of instruction were the same. The student was prepared for any class he proposed to take at the University, and in many cases the

* Governor Thomas Walker Gilmer was at school at 'Ridgeway' before 1820, then the home of Peter Minor, father of Franklin Minor. Brock, *Virginia and Virginians,* p. 183, 184.

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course at the school embraced the entire course at the University. But there was great attention paid to the lower classes of the school, a contrast to the method practiced by Frederick Coleman at Concord.

There is a bare announcement of the Hanover Academy to be found in the *Southern Planter* for September, 1857: Session to commence the 1st of October and close the 31st of July, following. Lewis M. Coleman, M. A. Principal, Hilary P. Jones, M. A.; Walter Wrenn, M. A. The inquirer is referred to the school catalogue.

Coleman was elected professor of Latin in the University of Virginia, July 1, 1859, at the age of thirty-two. He was killed in 1862 (at the battle-of Fredericksburg), Lieutenant-Colonel of the First Regiment of Virginia Artillery. Hanover Academy was taken over after 1859 by Major Hilary P. Jones.*

Johnson, *The University Memorial.* Baltimore, 1871, pp. 301-328.
McCabe, *Virginia Schools before and after the Revolution.* Charlottesville, 1890, pp. 53ff.

**1861.** BLOOMFIELD ACADEMY: ALBEMARLE COUNTY.

Five miles West of the University of Virginia—W. L. Broun, M. A., Principal.

The object of this academy is to prepare students for the University of Virginia, or to fit them for the duties of life. The course of instruction embraces all those subjects requisite for a preparation for any of the academic schools of the University, and the method, as far as practicable, is adapted to that pursued at that Institution. The session continues for ten months, beginning on the 1st of September and closing the last week of June.

The following departments are included in the course:

1. The English Language and Literature.
2. The Latin and Greek Languages and Literature.
3. The Modern Languages and Literature.
4. The Mathematics.
5. Chemistry, Natural Philosophy and Astronomy.

Instructors:

W. Leroy Broun, M. A. (U. of Va.); H. W. Luckett, M. A. (U. of Va.); C. L. C. Minor, M. A. (U. of Va.); Wm. Allen, M. A. (U. of Va.) The expenses are $280 a year, payable semi-annually in advance.

Address, the Principal, Ivy Depot, Albemarle Co., Va. [Ad. in *Presbyterian Historial Almanac* for 1861.]

* As regards Hanover, there were schools there at an early date. The *Virginia Gazette* for July 24, 1754, prints this item: "The famous Tom Bell left this place [Williamsburg] without molestation, intending for his school in Hanover."

See also the recommendatory letter of Peter Nelson, Esq., Professor of Wingfield Academy, Hanover, August 30, 1810, in Semple's *History of the Baptists in Virginia.* Dr. Semple went to school to Peter Nelson first in King and Queen county, and then at the Forks of Hanover, Mr. Nelson removing to that place. Dr. Semple was born in 1769. Dr. Taylor (*Virginia Baptist Ministers*, p. 244) refers to Peter Nelson "as known throughout lower Virginia as one of the most distinguished teachers of the State."

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## ADDENDA.

The compiler must confess his ignorance. Having given attention for four years to the school history of the State before 1860, only at the last moment before going to press was he made aware, (by the present Superintendent of Public Instruction), of the monumental Report issued by Superintendent Farr in 1885. The matter of these addenda is taken from the Third Part of that Report, rearranged alphabetically, with page reference. The purpose has been merely to give an index to the chief items of interest supplied by the County Superintendents of 1885. Their work should long since have been issued in separate form.

p. 48. *Accomac.* J. C. Weaver.
1] Margaret Academy.
2] The Samuel Sanford Free School Fund, established 1710.
3] The Charles Piper Free School Fund, established about 1820.

p. 164. *Albemarle.* Annie P. Huckstep.
1] Ogilvie's classical school at Milton: William C. Rives a pupil.
2] Benjamin Sneed, died about 1812, aged 90, who boasted that he had taught three generations.

p. 167. *Bath.* S. S. Ryder.
1] Timothy Holcomb, whose illustrations and arguments were always clinched by quotations from Milton or Hudibras: about 1820.
2] Master Sproul, of Ireland; about 1800.

p. 169. *Bedford.* Captain J. G. Board.
1] Sydney L. Dunton: classical school at Liberty.
2] William G. Claytor, William E. Duncan, Mahlon A. Hensley.

p. 64. *Caroline.* B. B. Wright.
1] Concord Academy.
2] Rappahannock Academy.

p. 160. *Dinwiddie.* C. M. Harris.
1] Winfield Academy.
2] Classical school established by Dr. Peterson Harper: about 1820.

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3] Jefferson Academy, at White Oak Church. 1835-1860.
4] Dr. H. C. Worsham's school for girls; and Girard Heartwell's school for girls. 1840-1860.

p 178. *Essex.* B. G. Rennolds.
Public school near Loyds, 1837-1840.

p. 181. *Fauquier.* W. H. Strother.
1840-1860: Richard M. Smith, Ezra Abbott, F. M. Edwards, J. Blackwell Smith, R. Jacquelin Ambler, Stephen Lindsay, William B. Redd, N. W. Pope, Mr. Armstrong; the Misses Milligan's school, first at Rock Hill, then at Ringwood.

p. 183. *Fluvanna.* John R. Haden.
1] David S. Farrar's classical school at Edgewood near Palmyra: 1854-1860.
2] Fluvanna Female Institute: 1855-1859.

p. 76. *Gloucester.* Robert H. Franklin.
1] Full history of Newington Academy by Gen. William B. Taliaferro, with list of teachers and names of many pupils: 1818-1838.
2] The Benvenue Academy for Girls, contemporary with Newington Academy, and situated very near it.
3] John Tabb's Gloucester Academy, near Gloucester Court House.
4] Abingdon Parish School: [Rev. Mr. Hughes] 1783—
5] John McPherson's school, 1816-1818: seventy-five scholars: the principal, a Scotchman, removed to Williamsburg.

p. 191. *Goochland.* E. S. Reeve.
1] Springfield School, conducted for many years by Mr. and Mrs. Philip Pleasants.
2] John Woodson (at one time associate editor of the *Richmond Whig*, with John Hampden Pleasants), succeeded by A. Briscoe Stuart.
3] School at Dr. W. T. Walker's.
4] Dr. O. W. Kean's school.

p. 195. *Greensville.* John S. Spencer.
1] Academy at Belfield Depot, 1850, removed to Hicksford; large patronage—succeeded by Captain Wil-

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liam H. Briggs's school at Hicksford.
2] Classical school at T. R. Spencer's, 1856.
3] School for a number of years before the civil war at Samuel Hardy's, taught by Mr. Hardy.
4] School of R. W. Jones, 1858-1860.
5] Miss Mary Jones's school for girls at Dr. George Mason's, 1842-1862.

p. 86. *Halifax.* Thos. E. Barksdale.
1] Black Walnut Latin School, 1838—
2] Black Walnut Female Seminary, and Spring Hill Academy, near Black Walnut, both for girls: 1840-1858.
3] A list of teachers in the county before 1860.

p. 200. *Hanover.* J. L. Valentine.
1] The Williamson Free School fund.
2] Hall's Free School, 1845.
3] Hanover Academy.

p. 198. *Henrico.* D. E. Gardner.
Extracts from the County Order Books, showing action by the Board of School Commissioners in 1818, 1826, 1828, 1829, and 1836.

p. 95. *King George.* W. McDaniel.
Note regarding the old Free School System of the County, from 1850 to 1860: "The schools were opened January 1850, with a full attendance . . . but in the space of ten (10) years they had died pretty well a natural death."

p. 292. *King and Queen.* J. G. Cannon.
1] Fleetwood Academy.
2] Stevensville Academy for girls, conducted by the brothers Berryman.
3] The Obadiah Merrett Free School fund for Stratton Major and St. Stephen's parishes: before 1800: endowment, one thousand acres of land, and six thousand dollars in cash.

p. 92. *James City.* C. W. Taylor.
William Ludwell Lee Free School fund: endowment, one thousand acres of land: 1802.

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p 207. *Loudoun.* Col. William Giddings.

1] Leesburg Academy.
2] Franklin Taylor's school near Hughesville: 1825-1860 [Society of Friends].
3] William Williamson's Middleburg School: 1805-1830; and other Middleburg schools.
4] Waterford School: 1800-1861 [Society of Friends].
5] Hillsborough Academy, 1845-1855; and other Hillsborough schools.
6] The Rev. Ben. Bridges's School in Broad Run District: 1845-1860.

This history of education in Loudoun shows the results of much careful investigation.

p. 214. *Lunenburg.* O. L. Hardy.

'During the period 1840-1860 there were (by verbal report) five boarding schools in the county. They were in session the usual nine months per annum. The teachers were mostly of northern birth and education. When the school was small, the principal would give all the instruction, but larger schools had two and sometimes three teachers. The assistant teachers were usually selected from among the best students of the neighborhood. Admittance to these schools was pretty costly for the times. These schools had great influence in raising the tone of lower grade schools, and by employing assistants, as stated above, we soon had a native element sufficiently well qualified to take charge of our advanced education, and the foreign teacher quietly disappeared.

This was a long step upward and toward the threshold of that educational system, which, while stern in its realities and hard in some of its requirements, is still one of the greatest blessings which our land has ever enjoyed.'

p. 222. *Mecklenburg.* H. E. Coleman.

1] Jesse J. Gee's school: 1835-1870.
2] The old Academy near Christiansville.
3] Colonel Weldon Hall's school near Union Level, 1856—
4] Hugh A. Garland's school for girls at Boydton, 1830—

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p. 229. *Nansemond.* V. S. Kilby.

The Yeates Free Schools, 1725—

p. 115. *Nelson.* T. J. Hudson.

1] Schools and Teachers from 1770 to 1860.

2] Mr. Harlowe Heath's Academy at Fleetwood, on Tye River, below Massie's Mill, 1840—

p 235. *New Kent.* Dr. J. D. Turner.

Notes on Schools and Teachers from 1830 to 1861.

p. 236. *Norfolk County.* J. E. Baker.

1] Craney Island School, 1810-1885.

2] St. Bride's Academy, at Hickory Ground.

3] The old Norfolk County Free School System, beginning in 1845 with twenty schools, ending in 1861 with thirty schools.

4] "Many items of interest may be gathered from an educational paper called the *Hermanethian and Journal of the Virginia Collegiate Institute*, published at Portsmouth and edited by the faculty of the school of that name. This must have been among the first, if not the very first, educational publications of the State. The first issue was in June 1853."

p. 242. *Norfolk City.* R. G. Banks.

Memorandum regarding the System of Public Schools established in Norfolk in the year 1857, under the direction of the Hon. Thomas Tabb.

p. 247. *Northumberland.* William Broun.

Regarding the history of Northumberland Academy, "which for many years was the classical school of the lower Northern Neck."

p. 117. *Orange.* F. L. Marshall.

Information regarding the Orange Humane Society, 1767-1885.

p. 251. *Page.* Edward T. Broyles.

1] Private Schools and Teachers before 1861.

2] Operation of the old Free School System, 1851-1861.

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p. 123. *Petersburg.* Major E. B. Branch.

Some account of the origin and progress of Anderson Seminary: 1812-1868.

p. 257. *Pittsylvania* Dr. J. W. Wilson.

1] Joseph Godfrey's school, 1830, and other schools.
2] School for girls at Chatham, 1855.

p. 133. *Pulaski.* M. J. Alexander.

1] Schools and teachers from 1821.
2] McNutt and Heuser's Academy at the county seat, "the best school ever in the county," 1851-1862. [James McNutt, of Tennessee, and Charles Heuser, a German exile, later "a professor in one of the German universities"].

p. 261. *Rappahannock.* A. H. Buckner.

"From the best information I can get, there were fifteen common schools in Rappahannock county in 1800. There were three in each district. In these schools were taught orthography, reading, writing, and arithmetic. The schools were opened early in the morning and closed at sunset. In some neighborhoods the schools continued only through the winter, as the children were kept at home in summer to work. In 1808 and 1809, W. W. Covington taught a school at what is now called Hollandsburg. In 1810 he went to Alexandria and studied geography and grammar, returned and taught school a number of years in the county; said to be first school in which grammar or geography was ever taught. It is said these schools were very rigid in their discipline. No playtime was allowed, and the children were whipped for the most trifling cause. The celebrated William F. Broadus taught a number of years in the county, beginning in 1820.

In 1830 there were twenty-five schools in the county. In 1835 there were two high schools taught, one for girls and one for boys, which were well patronized. From 1835 to 1860 children that were not able to pay their tuition were paid for by the county. But few children attended school and ignorance was universal."

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p. 262. *Richmond County.* G. H. Northam.

1] William Webb's school near Warsaw.
2] Farnham schools.
3] "From 1819 there seems to have been held an annual meeting of school commissioners, appointed by the court, up to the breaking out of the late war—1861."

p. 269. *Russell.* E. D. Miller.

Teachers at Lebanon and elsewhere in the county.

p. 278. *Stafford.* Strother Harding.

1] Charles Tackett's Harwood Academy, 1816-1834, continued by Barber, Spindle and Tackett: "pupils from all parts of the State and a number from other States."
2] Daniel Bell's school for many years after 1815 at Stafford Court House.
3] Colonel John T. Brook's Mill Vale school; William Brent's Richland school; John E. Hedgman's Windsor school; Milton Henry's school; Jefferson Spindle's school.
4] Dr. John M. Daniel's school for girls, for some years after 1825.

p. 139. *Westmoreland.* H. H. Fones.

Some account of the "Westmoreland Poor-School Society," incorporated 1813, controlling in 1885 a fund of a little over $12,000. "It thus appears that for full seventy years public education has been dispensed to the indigent children of Westmoreland county."

p. 291. *York.* L. U. Evans.

"Have endeavored to get all the information possible, by making enquiries of the oldest citizens of the county, but did not succeed in getting anything tangible, except in one or two instances.*

There were no high schools in the county, so far as learned, except Mr. Salter's school in Nelson district, he having kept his school in operation for a period of eighteen years, until 1861, and prepared a large number of youths for higher schools and colleges; and after the war he again opened his school and kept it in operation until the public free schools

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were opened, when his services was secured as teacher in public schools, where he is employed. Mr. Salter has been teaching in York county for about fifty years, and is one of the most competent and efficient teachers we have."

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It may be as well to say here that it was the careful reading of Martin's *Gazetteer* that set the compiler about the business of gathering these facts. Joseph Martin published his *Gazetteer* in 1835, sending out an impression in 1836 with no hint that the book had been published in 1835. It is the impression of 1836 to which reference has been made in these pages. No matter—the book is of great value; and so far as appears, Joseph Martin has vanished from the face of the earth, leaving no trace beyond his *Gazetteer* of 1836. With his book he marked the end of an era and has vanished. What is given below will serve to indicate how much school history there must have been in the State, after the railroads got started for five and twenty years until the war.

**1835.** BEDFORD FEMALE ACADEMY: BEDFORD COUNTY.
JEFFERSON ACADEMY: CULPEPER COUNTY.
OAK GROVE ACADEMY: CLARKE COUNTY.
UNION ACADEMY OF SUSSEX COUNTY.

**1836.** CHARLESTOWN ATHENAEUM AND FEMALE ACADEMY: JEFFERSON COUNTY.
ESTILLVILLE ACADEMY: SCOTT COUNTY.
LYNCHBURG FEMALE ACADEMY.
MARTINSVILLE ACADEMY: HENRY COUNTY.
(A Martinsville Academy incorporated in 1794.)
SUFFOLK ACADEMY: NANSEMOND COUNTY.
UPPERVILLE ACADEMY: LOUDOUN COUNTY.
(In 1833, a Hillsborough Academy, Loudoun county, and in 1834, a Rehoboth Academy, Loudoun county.)

**1837.** BIRCKHEAD AND WELLS ACADEMY: TYLER COUNTY.
(Eli Wells and Abraham S. Birckhead. In 1827 a Tyler Academy had been incorporated, in the county of Tyler. See also Acts of Assembly 1828-29, pp. 105-106.)
BRUNSWICK ACADEMY: BRUNSWICK COUNTY.
(There was a Brunswick Academy existent in 1810.)
FEMALE COLLEGIATE INSTITUTE: BUCKINGHAM COUNTY.
(Sold in 1843, this school was reincorporated in 1849.)

* For some account of Edward Bates's Friends' School in York county about 1785, see *Harrisons of Skimino*, p. 53.

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SPRINGFIELD ACADEMY: HAMPSHIRE COUNTY (?)
WASHINGTON ACADEMY: RAPPAHANNOCK COUNTY.
WEST LIBERTY ACADEMY: OHIO COUNTY.
(In 1844 a loan of $5,000 to this academy from the Literary Fund was authorized. This act was revised and re-enacted March 4, 1861; but by an ordinance of Convention June 28, 1861, the act was repealed.)

**1838.** JAMES RIVER ACADEMY: BOTETOURT COUNTY.
LOVINGSTON MALE AND FEMALE SCHOOL: NELSON COUNTY.
(Real estate authorized to be conveyed by trustees for public school purposes, 1871.)
MARSHALL ACADEMY: CABELL COUNTY.
(Became Marshall College in 1858: property transferred to the State of West Virginia for a Normal School, 1867. cf. Whitehill, *Education in West Virginia,* p. 40.)
PARKERSBURG ACADEMY ASSOCIATION: WOOD COUNTY.
(March 18, 1861, the trustees of the Parkersburg Classical and Scientific Institute were incorporated, 'for the purpose of establishing male and female seminaries in the town of Parkersburg.')
PETERSBURG CLASSICAL INSTITUTE: DINWIDDIE COUNTY.
PRINCE EDWARD SEMINARY FOR YOUNG LADIES: PRINCE EDWARD COUNTY.
UNION ACADEMY OF PRINCE EDWARD COUNTY.
(Site now in Appomattox county.)
WESTERN VIRGINIA EDUCATION SOCIETY: HARRISON COUNTY.
(Name changed to Rector College in 1842.)

**1839.** CHARLOTTESVILLE FEMALE ACADEMY: ALBEMARLE COUNTY.
COVE ACADEMY: ALBEMARLE COUNTY.
(In 1844 a Covesville Male and Female Academy incorporated.)
[EMORY AND HENRY COLLEGE.]
FARMVILLE FEMALE SEMINARY ASSOCIATION: PRINCE EDWARD COUNTY.
(The State bought this property in 1884, and used it for its first Normal School for girls. There had been a girls' school at Farmville as early as 1834. cf. Martin's *Gazetteer,* p. 268.)
FEMALE ACADEMY OF WILLIAMSBURG.
(This seems to have become the 'Williamsburg Academy' in 1849.)
MATHEWS ACADEMY: MATHEWS COUNTY.
(Received aid, by loan, from the Literary Fund in 1846.)
MOUNT JACKSON ACADEMY: SHENANDOAH COUNTY.
NEW STORE ACADEMY: BUCKINGHAM COUNTY.

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PEARISBURG ACADEMY ASSOCIATION: GILES COUNTY.
POWHATAN ACADEMY: POWHATAN COUNTY.
PRINCESS ANNE ACADEMY: PRINCESS ANNE COUNTY.
SLATE RIVER ACADEMY: BUCKINGHAM COUNTY.*
(School in operation eight or ten years; about 35 pupils; ten months' session—Report for 1842, in *Journal and Doc.*, 1843-44.)
UNION ACADEMY OF CAMPBELL COUNTY.
(cf. *Journal and Documents* 1842-43, Doc. No. 4: "forty students"; situated at Spout Spring.)
WARRENTON FEMALE INSTITUTE: FAUQUIER COUNTY.

**1840.** ABINGDON FEMALE ACADEMY: WASHINGTON COUNTY.
BLACKSBURG FEMALE ACADEMY: MONTGOMERY COUNTY.
(Received aid from the Literary Fund, 1842.)
[BETHANY COLLEGE: WEST VIRGINIA.]
CONCORD FEMALE SEMINARY: CAMPBELL COUNTY.
WELLSBURG JEFFERSON SEMINARY: BROOKE COUNTY.

**1841.** ODD FELLOWS' MALE AND FEMALE INSTITUTE: LYNCHBURG.
PRESTON ACADEMY: PRESTON COUNTY.
REEDY SPRING ACADEMY: CAMPBELL COUNTY.
(Reincorporated in 1849, Appomattox county having been set off in 1846.)
SHEMARIAH ACADEMY: AUGUSTA COUNTY.
WOODLAWN ACADEMY: SHENANDOAH COUNTY.

**1842.** ASBURY ACADEMY: WOOD COUNTY (AT PARKERSBURG).
GREENBANK ACADEMY: POCAHONTAS COUNTY.
HUNTERSVILLE ACADEMY: POCAHONTAS COUNTY.
JEFFERSON ACADEMY: DINWIDDIE COUNTY.
(In 1812 there was a Dinwiddie Academy existent. And in 1827 the Mount Pleasant Academy, Dinwiddie county, was incorporated.)
ODD FELLOWS' MALE AND FEMALE INSTITUTE OF RICHMOND.
PRINCE GEORGE ACADEMY: PRINCE GEORGE COUNTY.
WARM SPRINGS ACADEMY: BATH COUNTY.
(In 1805 a lottery was authorized for a Hot Springs Seminary, Bath county.)

* cf. The publication in 1810 of Elijah H. Hendrick of Buckingham: "A new and plain system of arithmetic . . . the whole particularly adapted to the easy and regular instruction of youth, and to the trade and commerce of the United States." Richmond: Lynch and Davis. 12mo. 204 pp. [really an elegant small treatise.]

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**1843.** BRANDON ACADEMY: PRESTON COUNTY.
KINSALE ACADEMY: NANSEMOND COUNTY (?)
(cf. *Men of Mark in Virginia,* IV, 26.)
LITTLETON ACADEMY: SUSSEX COUNTY.

**1844.** NEWMARKET FEMALE SEMINARY: SHENANDOAH COUNTY.
VALLEY UNION EDUCATION SOCIETY.
(Passed to Hollins Institute, 1855; now Hollins College.)
VIRGINIA FEMALE INSTITUTE: AUGUSTA COUNTY (AT STAUNTON).
WESTERN BRANCH ACADEMY: NORFOLK COUNTY.
WESTON ACADEMY: LEWIS COUNTY.

**1845.** AUGUSTA FEMALE SEMINARY: AUGUSTA COUNTY.
(Became Mary Baldwin Seminary, 1896.)
BRENTSVILLE ACADEMY: PRINCE WILLIAM COUNTY.
FAIRFAX ACADEMY: CULPEPER COUNTY.
MARSHALL ACADEMY: AUGUSTA COUNTY.
VIRGINIA COLLEGIATE INSTITUTE.
(Incorporated as Roanoke College, at Salem, 1853.)

**1846.** CLARKE FEMALE SEMINARY: CLARKE COUNTY.
HILLSVILLE ACADEMY: CARROLL COUNTY.
JACKSONVILLE ACADEMY: FLOYD COUNTY.
(Passed to Floyd Institute in 1849.)

**1847.** COLUMBIA ACADEMY: FLUVANNA COUNTY.
HUGUENOT ACADEMY: POWHATAN COUNTY (AT HUGUENOT SPRINGS?).
LEWIS COUNTY SEMINARY.
(Name changed to Weston College, in 1858.)
MALE AND FEMALE ACADEMY OF BUCHANAN: BOTETOURT COUNTY.
(The Buchanan Male Academy, incorporated 1851.)
OAK GROVE ACADEMY: CLARKE COUNTY.
PETERSBURG ODD FELLOWS' SCHOOL.
PIEDMONT INSTITUTE: BEDFORD COUNTY.
WOODSTOCK FEMALE SEMINARY.

**1848.** CHRISTIANSBURG FEMALE ACADEMY: MONTGOMERY COUNTY.
HEBREW AND ENGLISH INSTITUTE OF NORFOLK.
MASONIC SCHOOL OF VIRGINIA IN STAUNTON.
WHEELING FEMALE SEMINARY.

**1849.** BUFFALO ACADEMY: PUTNAM COUNTY.
FINCASTLE FEMALE INSTITUTE: BOTETOURT COUNTY.
(A Fincastle Female Academy, incorporated 1834.)
RED OAK ACADEMY OF BRUNSWICK.

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SHENANDOAH COLLEGE: SHENANDOAH COUNTY (AT NEWMARKET).
WESLEYAN FEMALE INSTITUTE OF STAUNTON.

**1850.** ACADEMY OF THE VISITATION: OHIO COUNTY.
HIGGINBOTHAM ACADEMY: AMHERST COUNTY.
HIGHLAND ACADEMY: HIGHLAND COUNTY (AT MONTEREY).

**1851.** FAIRFAX ACADEMY: FAIRFAX COUNTY.
(Geo. A. Smith, a graduate of Princeton 1821, and from 1847 to 1855 editor of the *Southern Churchman*, was principal of Fairfax Institute, 1838-1849.)
LEBANON ACADEMY: RUSSELL COUNTY.
(In 1878, act amended and name changed to Lebanon Male and Female Academy. In 1814 an Amity Hall Academy, of Russell county, had been incorporated.)
MEADE COLLEGIATE INSTITUTE: WOOD COUNTY (AT PARKERSBURG).
(In 1852 transferred to Brooke county, absorbing Brooke Academy.)
ROCKINGHAM MALE AND FEMALE SEMINARY: ROCKINGHAM COUNTY.
SOUTH BRANCH ACADEMICAL INSTITUTE: HARDY COUNTY (AT MOOREFIELD).
(In 1832 a Seymour Academy of Hardy county had been incorporated.)
WELLSBURG FEMALE SEMINARY: BROOKE COUNTY.
(cf. *Education in West Virginia*, p. 102.)

**1852.** CLOVER HILL ACADEMY: CHESTERFIELD COUNTY.
EDUCATION SOCIETY OF WESTERN VIRGINIA.
FARMVILLE INSTITUTE: PRINCE EDWARD COUNTY.
FAIRMONT ACADEMY: MARION COUNTY.
(Became Fairmont Male and Female Seminary, 1856.)
TAYLORSVILLE ACADEMY: PATRICK COUNTY.
WESLEYAN MALE COLLEGIATE INSTITUTE: ROCKINGHAM COUNTY (AT HARRISONBURG.)

**1853.** GRAY SULPHUR HIGH SCHOOL: GILES COUNTY.
HALIFAX DAN RIVER INSTITUTE: HALIFAX COUNTY.
MEADESVILLE ACADEMY: HALIFAX COUNTY.
MORGAN ACADEMY: MORGAN COUNTY.
PIEDMONT FEMALE ACADEMIC INSTITUTE: CULPEPER COUNTY.
RICHMOND FEMALE INSTITUTE.
WHITE POST MALE AND FEMALE ACADEMY: CLARKE COUNTY.

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**1854.** CENTREVILLE ACADEMY: KING AND QUEEN COUNTY.
CHESAPEAKE FEMALE COLLEGIATE INSTITUTE (AT NORFOLK?).
(Passed to Chesapeake Female College, 1856.)
LYNCHBURG FEMALE COLLEGIATE INSTITUTE.
MARTHA WASHINGTON COLLEGE: WASHINGTON COUNTY (AT ABINGDON).
OLIN AND PRESTON INSTITUTE: MONTGOMERY COUNTY: AT OR NEAR BLACKSBURG.
(This institution was the basis of the Virginia Polytechnic Institute. See Code of Virginia (Pollard), I, 835, §1586.)
SALEM MALE ACADEMY: ROANOKE COUNTY.

**1855.** LYNCHBURG COLLEGE.

***1856.** ASHTON INSTITUTE: KANAWHA COUNTY.
DANVILLE FEMALE COLLEGE: PITTSYLVANIA COUNTY.
(Danville Female Academy, incorporated 1831.)
FAUQUIER FEMALE SEMINARY: FAUQUIER COUNTY.
HARPER'S FERRY FEMALE INSTITUTE: JEFFERSON COUNTY.
JACKSONVILLE FEMALE ACADEMY: FLOYD COUNTY.
LEAVENSWORTH FEMALE COLLEGE: PETERSBURG.
PETERSBURG FEMALE COLLEGE.
POINT PLEASANT ACADEMY: MASON COUNTY.
POLYTECHNIC COLLEGE: LOGAN COUNTY (AT ARRACOMA).
SPRINGDALE BOARDING SCHOOL ASSOCIATION: LOUDOUN COUNTY.
(Established in 1839. See *Memoirs of Samuel M. Janney*. Friends' Book Association, Philadelphia, 1881. Mr. Janney was most active in the educational movements of this period.)
SULPHUR SPRING ACADEMY (?).
VIRGINIA COLLEGE: FREDERICK COUNTY.

**1858.** ALBEMARLE FEMALE INSTITUTE: ALBEMARLE COUNTY.
ASHLAND FEMALE INSTITUTE: HANOVER COUNTY.
(Authorized to confer degrees.)
CAPPAHOSIC ACADEMY: GLOUCESTER COUNTY.
CROTON FEMALE COLLEGE: KING AND QUEEN COUNTY.
FLUVANNA FEMALE INSTITUTE: FLUVANNA COUNTY.
GREENVILLE ACADEMY: AUGUSTA COUNTY.
(Authorization of sale and reinvestment, lot and appurtenances conveyed in 1823 by Rachel Hope.)
LEWISBURG FEMALE INSTITUTE: GREENBRIER COUNTY.

* March 11, 1856, an act was passed authorizing circuit or county courts to grant or refuse charters of incorporation to three or more persons desirous of forming a company for the establistment of academies, libraries, literary associations, etc., etc. *Hence an added difficulty in tracing the record after* 1856.

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LURAY INSTITUTE: PAGE COUNTY.

(Incorporated 'for the purpose of establishing a seminary for the education of males and females.')

UNION FEMALE COLLEGIATE INSTITUTE OF HENRICO COUNTY.

(To confer degrees.)

VALLEY FEMALE INSTITUTE: FREDERICK COUNTY (AT WINCHESTER).

WOODBURN FEMALE SEMINARY COMPANY: MONONGALIA COUNTY: AT MORGANTOWN.

(Passed into the possession of the State of West Virginia, 1867. cf. *Education in West Virginia*, pp. 53, 105.)

WYTHEVILLE FEMALE COLLEGE: WYTHE COUNTY.

**1859.** UNION FEMALE COLLEGE: PITTSYLVANIA COUNTY (AT DANVILLE).

**1860.** ALLEGHANY COLLEGE (?).

DAVIDSON FEMALE COLLEGE: PETERSBURG.

LEVELTON MALE AND FEMALE COLLEGE: POCAHONTAS COUNTY.

NORFOLK HEBREW AND ENGLISH LITERARY INSTITUTE (AND HOUSE OF JACOB).

UNION COLLEGE:* MONROE COUNTY.

* In 1820, at which time the academy was already built, there had been chartered a Union Academy of Monroe county. cf. *Acts of Assembly*, 1819-20, p. 80.

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*This index does not cover, (except for personal items), the list of chartered schools, pp. 177-183.

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